Gardner-Webb College

1977-78 Catalog



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STUDENT LIFE

The Gardner-Webb student is involved with and is able to participate in any number of special activities outside the classroom. Extracurricular clubs and organizations are an important facet of campus life. The college administration believes that diversified collegiate activites are necessary for a complete and well-rounded education. The spirit of the administration, therefore, is one of encouragement, with a view to making each activity contribute its utmost toward the growth and development of the individual.

The Gardner-Webb Student Handbook contains information regarding student government, rules and regulations, social life, campus organizations, dormitory regulations, laundry services, and other matters pertaining to college activities.

In general, all students at Gardner-Webb are assumed to possess the maturity, integrity, concern, interest, and responsibility needed to conduct themselves as ladies and gentlemen, with due regard for the feelings and rights of others.

Student Participation in Governance

Student Government Association (SGA): The Student Government Association of Gardner-Webb College includes in its membership all students of the college. The major branches of the SGA are the Student Senate, the Executive Body, and the College Judicial Council. The duties and responsibilities are contained within the SGA Constitution and Bylaws. The SGA promotes the general welfare of the student body, encourages extracurricular activities, and supports all campus social and service projects and campus elections.

The College Judicial Council is largely responsible for citizenship in the college community and for student discipline, campus code violations, and appeals from lesser judicial bodies. All disciplinary cases resulting in suspension or expulsion will be finally heard by the Executive Committee of the college.

Association of Women Students (AWS): AWS is made up of all women students. AWS is responsible for initiating and directing all activities related to the interests and welfare of women students. Each residence hall for women has an organized house council directly related to AWS.

Male House Councils: The Male House Councils are responsible for initiating and directing all activities related to the interests and welfare of men students. Each residence hall for men has a president, vice-president, and secretary-treasurer.

Campus Code

The Code of Conduct is an official part of Gardner-Webb College and gives life on our campus a special personality. We believe it represents values necessary for an open educational community. Students who enroll at Gardner-Webb agree to abide by this Code. The following activities could be considered to be in violation:

1. *Dishonesty,* such as cheating, plagiarism, forgery, or knowingly furnishing false information.
2. *Theft* or damage to property of Gardner-Webb College or a member of the college community.
3. *Immorality,* engaging in lewd, obscene or offensive behavior, speech or writing.
4. *Use or possession of alcoholic beverages or drugs* on campus or at college-related functions, or disorderly conduct on the Gardner-Webb College campus as a result of having consumed alcoholic beverages, beer, and/or drugs.
5. *Gambling* in all forms.
6. *Hazing* as defined by North Carolina Statute 14-35: "to annoy any student by playing abusive or ridiculous tricks upon him, to frighten, scold, beat or harass him, or to subject him to personal indignity."
7. *Unkempt appearance.* Men and women should be neatly and appropriately dressed at all times and in keeping with the campus dress code.
8. *Demonstrations, riots, or disruptive behavior* which interferes with the purpose of the college.
9. *Disrespectful and/or insubordinate behavior,* failure to respond to an official notice from an administrator, faculty, or SGA officer.
10. *Use, possession, or distribution on campus of firearms, explosive, fireworks, or knives* of unlawful length.

NOTE: All cases resulting in suspension or dismissal are to be reviewed by the Executive Committee of the college.

Organizations and Activities

Recognizing that active participation in student activities is a significant part of a student's total educational experience at Gardner-Webb College, many clubs and organizations offer opportunities of a varied nature so as to provide a well-rounded program to meet the needs of our student body. All clubs and organizations are faculty sponsored.

Specific information regarding qualifications for membership and offices in campus organizations is contained in the Student Handbook and the Student Government Association constitution.

No secret societies are allowed among the students, and no organization is permitted unless approved as indicated below.

Interclub Council (ICC): ICC coordinates organizations on the Gardner-Webb campus. Any group planning to organize a new club or organization must follow the steps and policies governing the forming and affiliation of an organization. Various forms are acquired from the office of the Director of Student Activities. Clubs and organizations pertain to student life, academic disciplines, and religious, honor or special services.

Religious Activities

The college hopes that each person will find a place in the religious life of the campus and community. Many students affiliate with and become active in local churches but a variety of campus religious activities are also available to provide opportunities for Christian growth.

Weekly required convocations provide opportunities for the entire student body to be together, contributing to the distinctly different quality of life at Gardner-Webb. Programs feature outstanding personalities who have distinct contributions to make to the intellectual, cultural, and spiritual life of the student body.

A religious emphasis week is held each semester. Persons competent in their fields not only lead group activites but meet students on a person-to-person basis during the week.

The Baptist Student Union and other denominational groups provide the framework for other religious meetings and activities.

The College Minister coordinates the Baptist Student Union and religous activities and ministers to the spiritual needs of the college family.

The Director of Church Relations enables the college to express emphatically its kinship with individual churches. Through this office, Gardner-Webb people and programs are taken into the

advance. Upperclassmen have the opportunity near the end of each semester to make requests for rooms. The Director of Men's/Women's Services reserves the right to make room changes at any time when such changes may be necessary.

Key Deposit: A key deposit of $5.00 will be made when a room key is issued by the Residence Hall Director. The deposit will be refunded when the key is returned to the Residence Hall Director who issued it. It is most important that keys be returned when giving up a room. Lost keys may be replaced through the Director of Men's/Women's Services for $5.00.

Housing For Women

James Webb Gardner Memorial Dormitory (Decker Hall): This three-story structure completed in the fall of 1948 at a cost of $230,000 is fireproof and furnishes attractive accommodations for 140 women. It is named in honor of the son of the late Mr. and Mrs. O. Max Gardner, Sr.

Hoey-Anthony-Padgett-Young Dormitory: The central section of this dormitory was constructed in 1946. The wings were added in 1948 to form an open quadrangle. The buildings were named by the Trustees as follows: The Suttle Dormitory is the east wing of the quadrangle, named in honor of the late Reverend John W. Suttle of Shelby, and the McMurry Dormitory is the west wing, named in honor of the late A. W. McMurry of Shelby. Hoey-Anthony Dormitory is the first floor of the central building, named in honor of the late Senator Clyde R. Hoey and in memory of his wife, Bess Gardner Hoey of Shelby, and in memory of J. A. Anthony and his wife, Ollie Gardner Anthony of Shelby. The Padgett-Young Dormitory is the second floor, named in memory of Tilden R. Padgett and his wife, Cleo King Padgett of Forest City, and in memory of Dr. Guilford Young and his wife, Florence Jackson Young of Forest City. This building has been remodeled to accommodate 120 young women.

Stroup Dormitory: First used during the 1956-57 school year, the Stroup Dormitory provides living space for 100 women. It is a three-story, fireproof brick structure, with adequate parlors, reading rooms, recreation areas, kitchenette, and laundry room. It is named in honor of Mrs. Mae Cline Stroup, a benefactor of the college, and in memory of her husband, Rush Stroup.

Nanney Hall: Completed in 1967, this residence houses 64 women students. It is a two-story solid masonry building equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. The building has a fully furnished lounge adjacent to a two-room furnished apartment for the director. Nanney Hall is named in honor of C. P. and Irene Nanney of Gastonia, an unassuming and generous couple who have done much for the youth of this state and other parts of the world.

The Campus House: This brick veneer building was obtained for student housing in 1968. An addition was made in 1974 to allow accommodations for 40 women.

Housing For Men

Lutz-Yelton Hall: This three and one-half story solid masonry building is designed to house 100 men. Each room is equipped with individual thermostats to control heat. This impressive building, completed in 1963 occupies a prominent position on a sloping hill adjacent to the physical education facilities and across the circle from the Withrow Science Building. The building is named in honor of the Lutz-Yelton Companies of Shelby and their stockholders.

Mauney Hall: This four story solid masonry building was completed in August of 1965. It is equipped with individual thermostats to control heat and houses 112 men. It is located adjacent to Lutz-Yelton Hall and across the road from the spring from which the town derives its name. This building is named in honor of Mr. and Mrs. W. K. Mauney, Sr. and in memory of Mr. and Mrs. D. C. Mauney of Kings Mountain.

Myers Hall: Named in honor of the late Mr. Albert G. Myers, Sr. of Gastonia, banking and textile industrialist and friend of the college, the building was completed in 1967. This residence houses 64 men. A two story solid masonry building, it is equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. It has a fully furnished lounge, adjacent to which is a two-room furnished apartment for the counselor.

Royster Hall: This residence hall, which houses 60 male students, was formerly Royster Memorial Hospital. When construction of Crawley Memorial Hospital was completed in August of 1977, this one-story masonry building was renovated for dormitory use. It is located on the north side of West College Street.

R. Patrick Spangler Hall: This residence houses 96 male students adjacent to Myers Hall, and was constructed in 1968. A three story solid masonry building, it is equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. Spangler Hall is named in honor of Mr. R. Patrick Spangler of Shelby. Mr. Spangler is a friend and benefactor of the college and has served as national chairman of two of Gardner-Webb's capital gifts campaigns.

Other Housing

The college owns five duplex apartments and fourteen trailers which may be used as needed by faculty or students. The college also owns ten residences occupied by faculty and student families.

Food

ARA Food Services Company of Atlanta, Georiga, a divison of ARA Services Inc. of Philadelphia, Pennsylvania, is the catering service contracted by Gardner-Webb College for cafeteria service. The cafeteria is located in the Charles I. Dover Campus Center. The cafeteria offers attractive and well balanced meals at moderate prices during the two semesters and summer sessions of the school. It is mandatory that all boarding students purchase a meal ticket at the first of each semester or summer term. Two alternate plans are offered: a seven day meal ticket providing 21 meals per week and a five day meal ticket providing 15 meals per week. There are also casual rates offered for day students.

Health

Gardner-Webb College, through its relationship with Crawley Memorial Hospital and the Doctors' Building, which are located near the campus, provides a constructive health program for every student.

The physicians and nurses associated with this health service have daily office hours for students. Physical examinations are given when required and remedial programs suggested.

The hospital facilites serve as an infirmary for students who have minor illnesses or injuries. Emergency cases are received at any time. A charge of $2.00 per visit is made during hours regularly scheduled for Gardner-Webb students.

Services of other medical personnel and prescription medicines are the financial responsibility of the student. Students with special problems are referred to specialists in Shelby or their family physicians.

A thorough medical examination is required of all new students. All candidates for intercollegiate teams are examined carefully before being allowed to participate.

Insurance Program

Each enrolled student is covered with accident insurance. This coverage will protect the student 24 hours a day and is in effect for 12 months. Students have the option to purchase hospitalization coverage for sickness. For further details, contact the Business Office.

Bookstore

The Bookstore handles all the books needed by students for their courses of study, and other student needs such as cosmetics, jewelry, and sundry items are available.

Mail Service

The college operates a branch post office for the delivery of U.S. Mail and intracampus messages. Each boarding student is assigned a campus post office box on a permanent basis. This assignment is his campus address as long as he is a continuing student. This service is the primary means by which the college communicates with the student.

Laundry and Dry Cleaning

Modern dry cleaning plants and a self-service laundry near the campus serve the needs of the students. All residence halls have coin operated washing machines and dryers.

Career Planning and Placement

The Placement Office seeks to assist members of the graduating class as well as former students in obtaining positions in their chosen fields. Students who are selecting their future occupations and need assistance in career planning are encouraged to visit the office for consultation.

The Family Educational Rights and Privacy Act of 1975 provides that students may have access to their placement records under certain conditions and that files may be released only with the written permission of the student. Therefore, all students registering with the Placement Office must sign a Placement Authorization Form.

All employers and schools interviewing on campus must confirm in a written statement to the Placement Office that they are equal opportunity employers.

Since the services of the Placement Office do not end when the graduate has been placed the first time, all graduates are advised to keep their placement files current.



GENERAL INFORMATION

Accreditation

Gardner-Webb is a fully accredited member of the Southern Association of Colleges and Schools and the North Carolina Association of Colleges and Universities. It is also accredited by the National League for Nursing and the North Carolina Board of Higher Education, and is authorized by the immigration authorities of the United States for the training of foreign students.

Purpose

The purpose of Gardner-Webb College is to develop quality Christian students who think for themselves, and who will dedicate themselves to the Christian way of life in the vocation of their own choice. This overarching purpose is implemented through the pursuit of four goals:

1. Providing a liberal arts orientation for all students and offering complete programs of study in the liberal arts to those who desire them.
2. Offering students specialized professional and pre-professional preparation in selected areas.
3. Identifying and serving the educational, spiritual, recreational, cultural, social, and economic needs of its students and others in the surrounding area.
4. Fostering those social, cultural, and ethical standards generally supported by evangelical Christianity (which emphasizes salvation by faith in the atoning death of Jesus Christ through personal conversion, the authority of the Scripture, the proclamation of the Gospel, and personal commitment to Christ).

Gardner-Webb College is a liberal arts college, owned and operated by the Baptist State Convention of North Carolina. Campus life is characterized by friendliness and genuine concern for the individual student.

History

From a movement initiated by the Kings Mountain Baptist Association in 1903, and later joined by the Sandy Run Baptist Association, the Boiling Springs High School, Incorporated, was chartered on December 2, 1905, as an institution "where the young . . . could have the best possible educational advantage under distinctive Christian influence." The institution became Boiling Springs Junior College in 1928, and after struggling through the depression years, it began to emerge during the 1940's.

In 1942, Governor O. Max Gardner began devoting his energy, time and wealth to strengthening and guiding the school. Also that year, the name was changed to Gardner-Webb College in honor of the governor, his wife Mrs. Fay Webb Gardner, and their families.

Philip Lovin Elliott began an 18-year period as president in 1943 and initiated a community-service concept of education. His tenure was also marked by the college being admitted into the North Carolina Baptist family of colleges and being accredited by the Southern Association of Colleges and Schools in 1948.

Dr. E. Eugene Poston was selected president in 1961 and launched the ten-year "Decade of Advance" that resulted in the college being granted full accreditation as a senior college in 1971.

Dr. Craven E. Williams was selected by the Board of Trustees to be the ninth president of the college. His administration began August, 1976.

Presidents

James Blaine Davis, 1928-30
Zeno Wall, 1930-32
James L. Jenkins, 1932-35
A. C. Lovelace, 1935-36
George J. Burnett, 1936-39
J. R. Cantrell, 1939-43
Philip Lovin Elliott, 1943-61
E. Eugene Poston, 1961-76
Craven Edward Williams, 1976-

Location

Gardner-Webb is located in the Piedmont section of western North Carolina, one of the most beautiful and rapidly developing areas of our nation. Both Boiling Springs, the home of the college, and Shelby, a city of 17,000 which is seven miles to the east, are experiencing this growth and development. The college is easily accessible, being located on N.C. 150 and only 3 miles from U.S. 74 and 13 miles from Interstate 85. Charlotte, the largest city in the Carolinas, is about 50 miles east of Boiling Springs.

Campus

A tract of over 200 acres has been used from the 1,200 available acres to accommodate the college campus. It is rolling land dotted with a variety of lovely trees and shrubs. The buildings and facilities are described in detail in subsequent sections of this catalog.

Academic Programs

Gardner-Webb offers three distinct degree programs. The Bachelor of Science and Bachelor of Arts degrees are awarded through the comprehensive, four-year Baccalaureate Degree Program. The Associate Degree Program is a two-year program of study in the areas of business and nursing, resulting in the Associate in Arts degree. Through a special degree program, students may study at the Bowman Gray School of Medicine of Wake Forest University or Charlotte Memorial Hospital to earn the Bachelor of Science Degree in Medical Technology.

The academic calendar features two semesters and two five-week summer terms.

Program for the Deaf

In conjunction with the Department of Deaf Ministries of the Baptist State Convention of North Carolina, Gardner-Webb College provides liberal arts educational opportunities to hearing-impaired students. Certified interpreters and qualified counselors, tutors, and note-takers enable the hearing-impaired student to attend fully-integrated classes and extracurricular activities of the college. The program coordinator is the Reverend Jerry Potter, Director of Deaf Ministries, Baptist State Convention of North Carolina.

Program for Rising High School Seniors

With the consent and recommendation of the high school principal, rising high school seniors may complete their last year of high school at Gardner-Webb College while simultaneously earning full college credit.

High school seniors and rising high school seniors may enroll in Gardner-Webb's summer and evening programs. College credit for work successfully completed will be granted subsequent to high school graduation and matriculation at Gardner-Webb College.

Study Abroad

Through the Departments of Fine Arts, Foreign Languages and Literature, and Religious Studies and Philosophy, students are provided the opportunity to enrich their educational experiences through travel and study in Europe, Latin America, and the Holy Land.

Independent Study

The term "independent study" is reserved for those courses specifically designed as guided reading and/or student-initiated research courses, and offered only by the student's major department.

Independent study is open to students with Junior and Senior standing and requires departmental approval for each participating student. No more than six semester hours credit in independent study may be applied toward graduation requirements.

Summer School

Gardner-Webb offers a summer school for the advantage of (1) those who wish to shorten the time required for their education, (2) those who wish to enrich their education by taking more than the minimum requirements, (3) those who wish to take courses that they need to meet graduation requirements, and (4) those required to attend because of academic deficiencies.

Evening College

Courses are offered during the evening hours to serve those who are unable to attend Gardner-Webb College as day students. Both basic and upper-level courses are included in the curriculum.

For further information concerning summer school or evening college, contact the Dean of the College.

Academic and Administrative Buildings

The E.B. Hamrick Building: This building was built after World War I as a memorial to the young men of the area who had given their lives for the cause of freedom. It was destroyed by fire and rebuilt in 1940. In 1943, it was dedicated and named in honor of the late Mr. E.B. Hamrick, who stood by the college when the future looked dark. It houses an auditorium, a number of classrooms, and offices.

The Bost Physical Education Building and Swimming Pool: Named in honor of the late Mr. L. C. Bost of Shelby and in memory of Mrs. Jean Bost Gardner, it is located between Decker Hall and the athletic field. It is modern in every respect and contains one classroom, a first aid room, lockers, rest rooms, showers, and team rooms. The olympic-sized swimming pool is heated and enclosed for year-round use. This facility is used during the summer months to serve athletic and church-related encampments and to provide recreational programs for students from the community engaged in special learning programs.

The O. Max Gardner Memorial Fine Arts Center: Completed in the autumn of 1948, the building was constructed and furnished by the family of the late Ambassador O. Max Gardner and is a worthy memorial to a great man, who gave new life to the college and who believed in his native county. The first floor contains a band room, music studios, practice rooms, and the Art Department. On the second floor is a lovely student lounge and music recital hall with approximately 3,000 feet of floor space.

The Suttle Tennis Courts: These four courts, originally constructed in 1960, are named in honor of Mr. and Mrs. J. L. Suttle, Jr., and in memory of Mr. J. L. Suttle, Sr., of Shelby, North Carolina. They were completely renovated and lighting was provided in 1976.

The Webb Administration Building: The original structure was completed in the fall of 1960, and an addition was constructed in the summer of 1973. This building houses administrative offices, including those of the president and vice president. The building was built in honor of the late Mrs. O. Max Gardner (Fay Webb), and in memory of her parents, grandparents, and great grandparents. It was made possible by the O. Max Gardner Foundation and is fully air-conditioned. Mrs. Gardner continued the work that her late husband loved — the promotion of Gardner-Webb College.

The A. T. Withrow Science Building: Named in honor of Mr. A. T. Withrow of Charlotte, a benefactor of the college, and occupied in the autumn of 1961, the building has facilities for biology, chemistry, physics, mathematics, and mechanical drawing, a lecture room seating 150, seven offices, and a photographic laboratory.

The Charles I. Dover Campus Center: This two story, air-conditioned building, containing over 40,000 square feet, was completed in 1966. It is named in honor of Mr. Charles I. Dover of Shelby, a longtime friend and benefactor of Gardner-Webb College. This building is multifunctional and features a student lounge furnished in honor of Mrs. Charles I. Dover. It contains the student cafeteria and faculty dining room, the college bookstore, and campus post office. The offices concerned with student services, the student government room, the student publications room, and recreational facilities are located here. The building also houses several faculty offices.

The Ernest W. Spangler Memorial Stadium: Completed in 1966, it includes a football stadium seating 6000, a track, and a fully equipped field house. It is named in memory of Mr. E. W. Spangler, a Shelby businessman, and in honor of his wife, the late Mrs. Verna Patrick Spangler. The field house is named in honor of Mr. V. F. Hamrick of Shelby, N.C.

The David Lindsay Classroom Building: This three story air-conditioned building was completed in 1967 at a cost of approximately $275,000. It was made possible by the late Mr. David Lindsay and his wife, Mrs. Winfred Hubert Lindsay, of Rutherfordton. Classrooms and faculty offices occupy the total available floor space.

Webb-Knoll: The O. Max Gardner Foundation honored the late Mrs. Fay Webb Gardner by presenting this air-conditioned, five-bedroom home to the college for the use of the President and his family in 1968. It is located on a three-acre site in the Riverbend Acres development and has 5,000 feet of floor space. Interior decoration initially was by Mr. Boyce Grindstaff of Grindstaff's Interiors, Inc., Forest City, N.C.

The Suttle-Wall Tower of Light: The unique design of this tower represents the Trinity and Jesus as the Light of the World. It was built in 1969 in memory of Mr. Joseph Linton Suttle by Mr. and Mrs. J. L. Suttle, Jr., and Mr. and Mrs. Lloyd L. Lutz; and Dr. Zeno Wall by members of his family and friends, including men who entered Christian vocations under his ministry.

The Washburn Memorial Building: This brick structure was erected in 1941 by Mr. Seaton A. Washburn in memory of the Washburn families. It was first used as a library but is now being used for classrooms and faculty offices.

The J. R. Dover, Jr., Memorial Chapel: This graceful and inspiring structure, erected in 1972, completes the formal entrance to the campus. The exterior of the chapel with its prominent steeple serves as a reminder that Gardner-Webb is a college of the churches. The interior features a 336-seat auditorium, a conference room, and a Baptist Student Union area provided by the late Mr. T. R. Hendrix, Sr., and his wife, Mrs. Erline Welborn

Hendrix, of High Point, N.C. The lower level provides space for three classrooms and seven faculty offices.

Radio Station WGWG: This 5,000 watt stereo FM educational station broadcasts over a radius of 50 miles and was made possible by the family of Mr. Lee Polk Frans of Hickory, North Carolina, as a memorial in his honor. WGWG began broadcasting in January, 1974, at an assigned frequency of 88.3 Mhz. Studios are located on campus in the president's former home.

The John R. Dover Memorial Library: The building is named in memory of Mr. and Mrs. John R. Dover, Sr., pioneer industrialists of Cleveland County. The present building was erected in 1974. It is a three-story structure, fully carpeted and air-conditioned, designed to accommodate 150,000 volumes with seating for 565 students. The collection consists of more than 90,000 books and bound periodicals, audio-visual materials, phonograph records, microfilm, and microfiche. The holdings include several special book collections, the most notable being the libraries of the local post-Civil War author, Thomas Dixon, the late Dr. R. C. Campbell, and the diaries and scrapbooks of the late Mrs. O. Max Gardner.

The Hubert M. Craig Memorial Classroom Building: This building is named in memory of Hubert M. Craig, Sr., of Gaston County, a trustee of Gardner-Webb College and an advocate of Christian Higher Education. Mr. Craig's widow, his son H. Max Craig, Jr., of Stanley, and two daughters, Mrs. Harry L. Davis of Lincolnton and Mrs. W. C. Hillingsworth of Charlotte, joined in naming this building.



ADMISSIONS

Requests for application forms and catalogs should be addressed to the Director of Admissions. Completed forms are to be returned to the Admissions Office with any designated fee, which is not refundable.

When all credentials have been received, they will be considered by the Admissions Committee, and the applicant will be notified of acceptance or rejection. Because of the confidential nature of some items of information required for admission, the college reserves the right to reject any applicant without stating a reason. No single criterion will be decisive, but each item will be considered in relation to the applicant's total qualifications.

Acceptance of students for admission to the college does not automatically guarantee their entrance into any particular program of the college. Departmental approval is necessary for entry into any departmental program and/or major.

Gardner-Webb College is committed to its responsibility as a liberal arts College within the context of the Christian faith. It seeks to enroll students from a variety of racial, economic, social, religious, and geographic backgrounds. Gardner-Webb does not discriminate against applicants or students on the basis of race, color, or national or ethnic origin.

Students may enter at the beginning of any semester or summer term. Applications for the fall semester should be submitted by April 15 and those for the spring semester should be received by December 1. Summer school applications should be filed before June 1.

Advance deposits are required of students accepted for first-time admission and former students who have not attended Gardner-Webb for one or more semesters. Details are included in the Financial Section.

Admission of Freshmen

Requirements

1. Formal application for admission, including a small photograph.

2. An official transcript of high school credits, State High School Equivalency Certificate, or record of successfully completed G.E.D. tests.

3. A formal medical report from a physician. (May be supplied after acceptance.)

4. Scholastic Aptitude Test scores from the College Entrance Examination Board.

5. An application fee of $15.

Conditions for Acceptance

Although a fixed pattern of high school credits is not prescribed, the following MINIMUM course distribution is RECOMMENDED as the best preparation for academic work at Gardner-Webb College.

English, 4 units
Foreign Language, 2 units
Social Science, 2 units
Algebra, 2 units
Geometry, 1 unit
Natural Science, 1 unit
Electives, 4 units

Advanced Placement

Advanced Placement Program: Students achieving a minimum score of three on an Advanced Placement Program test of the College Entrance Examination Board will be given advanced placement with credit for the course covered by the test.

College-Level Examination Program: Gardner-Webb College grants credit to regularly enrolled students submitting test scores from the College-Level Examination Program on the following basis:

1. Credit will be received on the same basis as transferred credit from accredited institutions of higher learning.

2. No credit will be granted in an area for which the examinee has college credit. Also, CLEP tests must be taken before the student enrolls in a comparable course, no course can be dropped to take a CLEP test, and no subject attempted in class may be repeated in CLEP.

3. Credit will be received as pass/fail, that is, no hours attempted or quality points will be computed in the examinee's quality point ratio.

4. Unsatisfactory scores will not become a part of the examinee's academic record.

5. A CLEP test on any subject may be taken only one time.

6. Concerning the General Examinations:

(a) The examinee must submit a score at or above 500 on each test.

(b) The number of semester hours granted will be that normally granted for the area covered by the test with the following restrictions:

(1) A maximum of six semester hours credit will be granted for each test.

(2) A maximum of three semester hours credit may be granted on the basis of a sub-score provided the area is appropriate.

(c) Credit thus granted may be applied to the examinee's course of study only as Basic Courses or free electives.

7. Concerning the Subject Examinations:

(a) The examinee must submit a score at or above the mean score for C students on the CLEP national norms, such scores being provided and recommended by the Council on College-Level Examinations.

(b) The number of semester hours granted will be determined by the scope of the material measured, as indicated by the Council on College-Level Examinations.

(c) Credit thus granted may be applied to the examinee's course of study without restriction.

Armed Service-Related Programs: Veterans who have successfully completed a course or courses under the Service School training program or through USAFI may submit a record of courses completed for review by the Academic Dean, and credit may be applied or subject waived, depending upon the discretion of the proper authority and the appropriateness of the course in the student's educational objectives and program.

Servicemen's Opportunity College: Gardner-Webb College actively seeks students from among America's past and present service men and women. As a participating Servicemen's Opportunity College, this institution offers a variety of educational opportunities to enable service personnel and veterans to learn skills necessary to their performance of duty, advancement, and future vocational growth.

Gardner-Webb's curricular program responds to the needs of service men and women in all of the following ways:

1. Flexible entrance requirements in regard to age, class rank, test scores, and transfer credit.

2. Special academic assistance through tutorial and diagnostic services in some instances, as well as through counseling programs.

3. Transfer of credits earned through USAFI, CLEP, Advanced Placement, and in some cases, challenge examinations and evaluation of military experiences for college credit. A liberal policy is also maintained regarding transfer of credits from other regionally accredited institutions.

4. A minimum of residence study for service personnel (in some instances as little as one academic year).

Service personnel who enroll at Gardner-Webb College under the institution's present policies will retain the adherence to such a commitment, even if the college for any reason discontinues its membership as a Servicemen's Opportunity College.

Local Testing Program: In order to enrich the program of a gifted student, a student attaining a satisfactory score on a special test administered by the appropriate department of the college may be exempted from the course covered by this test, but will be required to take an advanced course in the same department carrying the same or more credit.

A challenge examination to allow advanced placement with credit for Nursing 101, Fundamentals of Nursing, is available for students who have completed a similar course in patient care in a non-college program. Details may be obtained from the Director of Nursing.

Arrangements for advanced placement through the local testing program are made individually for each student involved, and require the agreement of the Academic Dean and the appropriate academic department.

Admission of Transfer Students

Requirements

1. Formal application for admission, including a small photograph.

2. An official transcript of high school credits, State High School Equivalency Certificate, or record of successfully completed G.E.D. tests.

3. A formal medical report from a physician. (May be supplied after acceptance.)

4. Scholastic Aptitute Test scores from the College Entrance Examination Board.*

5. An official transcript from each institution attended.

6. A formal personal data sheet from the last institution attended.

7. An application fee of $15.

Conditions for Acceptance

The conditions which govern the continuing enrollment and readmission of current and former Gardner-Webb students with regard to academic standing and citizenship govern the acceptability of transfer students.

The student's record is evaluated according to the academic regulations in this catalog, and the retention standards are applied to determine the student's academic standing upon enrollment.

Advanced Standing

General Statement: Gardner-Webb College accepts credit from accredited colleges and universities for college-level courses in which a passing grade was earned. Determination of courses which are considered as college-level is at the discretion of the Academic Dean.

Junior College Students: No more than 64 semester hours will be accepted for graduation credit for students transferring directly from junior colleges to Gardner-Webb. A minimum of 64 additional semester hours must be completed in senior colleges or universities by students having attended junior colleges, with at least the final 30 semester hours at this institution.

Senior College Students: Students transferring from senior institutions must complete their final year of residence, a minimum of 30 semester hours, at Gardner-Webb College.

Readmission of Former Students

Students who are not in attendance for one or more semesters for any reason must submit a formal application for readmission.

Former students who have attended other institutions subsequent to their enrollment at Gardner-Webb must provide:

1. An official transcript from each institution attended.

2. A formal personal data sheet from the last institution attended.

Those regulations concerning the advanced standing of transfer students apply to these students.

Admission of Other Students

The Director of Admissions should be contacted for details concerning the admission of the following types of students.

1. Credit
   (a) College Graduates
   (b) Rising High School Seniors
   (c) Evening School Students
2. Non-Credit
   (a) Music Students
   (b) Auditors
   (c) Others

** Students who have successfully completed one or more quarters or semesters at another institution and have not taken the SAT may be excused from this requirement at the discretion of the Admissions Committee.*



FINANCIAL INFORMATION

General Statement: Because economic conditions fluctuate, the college reserves the right to change tuition and other charges at the beginning of any semester if such change is necessary in the judgment of the Board of Trustees.

Payment of Account: Semester charges are due in full not later than the date of registration and deferment after that is not permitted. Charges may be paid either at that time or may be prepaid before the student's arrival on the campus.

Those who cannot pay in accordance with the foregoing terms or who find it necessary to finance college charges on an installment basis may obtain necessary information from the Business Manager or Financial Aid Officer concerning The Tuition Plan. This plan is made available solely as a convenience and is optional.

Charges: Support through the Baptist State Convention of North Carolina, the Independent Grand Fund of North Carolina, the North Carolina Tuition Grants, earnings from endowment investments, and gifts of alumni, business, industry, and other friends provide funds which enable the college to charge tuition that is less than the actual cost of instruction and other student services (other than room and board).

The part the student pays is as follows:

Item	Per Semester
Tuition	$1,020.00
Board*	see Below
Room Rent:	
Air Conditioned — Deluxe Dormitory	285.00
Air-Conditioned — Mobile Unit	260.00
Regular Dormitory and Community Housing	225.00
Special Fees	
Music — Piano, Voice, Brass (Private)	
Two lessons per week	145.00
One lesson per week	85.00
Organ (Private)	
Two lessons per week	155.00
One lesson per week	90.00
Class Instruction in Applied Music (Piano, Voice, Guitar)	35.00
Data Processing	25.00
Art	40.00
Other Charges	
Application fee (non-refundable)	15.00
Key Deposit (refunded when returned)	5.00
Late Registration Fee	5.00
Schedule Change (after registration day)	5.00
Change of Course (including course drops)	5.00
Make Up Test	2.00
Make Up Final Exam	5.00
Vehicle Registration	15.00
Transcripts (first copy is free)	each 2.00

Due to the difference in individual class schedules, it is not possible to determine in advance the cost of books and supplies. However, books and supplies normally cost between $80.00 and $110.00 per semester, depending upon the courses taken each semester.

Students who take less than 12 hours will be charged $55.00 per semester hour. For further information contact the Academic Dean.

Students who are enrolled for less than 12 hours may audit credit courses for one-half the regular charge. Area residents not desiring college credit may audit a class, with the permission of the instructor, without charge except where special fees are involved.

Advance Deposits: Students accepted for first-time admission to the college and former students not in attendance for one or more semesters are expected to send to the Admissions Office advance payments of $100 for boarding students and $50 for day students by May 1 for the fall semester and by December 15 for the spring semester. Students accepted after these dates are expected to send the deposits within ten days of notification of acceptance.

Students continuing in the college are expected to make their deposits by April 15 for the fall semester, Boarding students deposit $100 and day students $50.

Any student planning to attend summer school is required to make a minimum deposit of $25 by May 1. The fall semester deposit satisfies this requirement for students who intend to enroll in summer school, also.

Failure to make the required deposit by the stated deadline will be interpreted by college officials as indication the student does not plan to enroll at the college in the up-coming semester.

All advance payments will be credited toward charges when the student has enrolled for classes.

After May 1 and December 15 all advance payments are not refundable.

** Board – The College offers a choice of two meal plans; a 5 day Mon.-Fri., and a 7 day plan. All students who reside in the dormitory or live in community housing are required to purchase a board plan in the college cafeteria. It is very difficult to forecast meal cost over 12 months in advance but based on current rates board will cost approximately $340.00 to $370.00 each semester.*

Refund Policy: The size of the faculty and staff and other commitments of the college are based upon the enrollment at the beginning of the semester, and the fees collected are used to meet these commitments, most of which continue throughout the year. *Registration in the college is considered a contract binding the student and his parents for charges for the entire semester.*

However, provision is made for partial refund in the event of withdrawal covered by reasons of a providential nature as interpreted by the college.

1. In the event a student plans to reenter, a pro-rata refund of tuition, fees, room, and board will be allowed as a credit toward a later term.

2. Should the withdrawal be interpreted as providential by the college and should the student choose a cash refund, one-half (½) pro-rata refund will be granted on tuition, until one (1) week after mid-term report.

3. Full pro-rata refund on board will be granted for any withdrawal except suspension or expulsion prior to four (4) weeks before end of a term.

4. No refund of any type will be granted in the event of suspension or expulsion.

Financial Assistance

Gardner-Webb College makes available to its students a variety of scholarships, loans, and grants-in-aid. All aid is administered by the Financial Aid Committee of Gardner-Webb College. The committee follows a number of clearly defined rules in its awards, the rules having been established by the college or by donors to the college.

There is no discrimination on the basis of race, religion, or sex in the administration of the financial aid programs of Gardner-Webb College.

Under the several financial aid plans offered by Gardner-Webb, a student may attend the college at a cost which compares favorably with other well recognized institutions. This may be accomplished by advanced planning with the college's Financial Aid Office. The several possibilities of creating a "package" plan may include various combinations of scholarship awards, grants, loans, and other aid sources. Students having financial needs should contact the Financial Aid Director early in their high school senior year asking for advice in securing needed financial assistance.

Procedures for Applying for Financial Assistance

1. File an application for admissions to the college with the Director of Admissions.

2. File an application for financial assistance with the Financial Aid Office. Applications received after April 1 can be considered only in terms of available funds; therefore, early application is strongly advised. No application for financial assistance will be considered by the committee until the applicant has been accepted for admission and has paid the reservation deposit to the college. (Both of these applications may be filed at the same time, preferable by April 1.)

3. File a financial aid need analysis form with one of the two companies listed: (1) College Scholarship Service (Financial Aid Form); American College Testing Program (Family Financial Statement). Forms may be obtained from the Financial Aid Office at Gardner-Webb College, from a high school guidance office, or by writing College Scholarship Service, P.O. Box 176, Princeton, New Jersey 08540.

4. File a Basic Educational Opportunity Grant application. Forms may be obtained from the Financial Aid Office at Gardner-Webb College, from a high school guidance office, or by writing U.S. Department of Health, Education and Welfare, P.O. Box 84, Washington, D.C. 20044.

5. Arrange to come to the campus for a personal interview when requested by the Financial Aid Committee. In the case of out-of-state residents, special arrangements may be made upon written request showing evidence of hardship connected with travel to the campus.

Renewal of scholarships, grants-in-aid, and loans is conditioned on the student's maintaining an academic and citizenship record in keeping with the standards set by his particular award. *Application for renewal of loans and grants-in-aid by upperclassmen should be made by April 1.*

Announcement of academic scholarships and other awards is generally made between May 1 and July 1 each year.

All correspondence concerning applications for scholarships and loans should be addressed to: Financial Aid Office, Gardner-Webb College, Boiling Springs, North Carolina 28017.

Gardner-Webb College Scholarships

Academic Scholarships

Gardner-Webb Honor Scholarships: $4,000 may be awarded over a four-year period. The applicant may be interviewed by the Financial Aid Director, the Director of Admissions, or the Financial Aid Committee. He must rank in the upper 10 percent of his high school graduating class. The range of these scholarships is $500 to $1,000 each year. To remain eligible, the applicant must maintain an overall 3.0 quality point ratio on all credit courses taken.

Gardner-Webb Trustee Scholarships: $2,000 may be awarded over a four-year period. The applicant may be interviewed by the Financial Aid Director, the Director of Admissions, or the Financial Aid Committee. The applicant must rank in the upper 25 percent of his high school graduating class. The range of these scholarships is $300 to $700 each year. To remain eligible, the applicant must maintain an overall 2.5 quality point ratio on all credit courses taken.

Gardner-Webb Junior College Graduate Scholarships: $1,000 may be awarded over a two-year period to a resident student or $600 may be awarded over a two-year period to a commuting student. The application may be interviewed by the Financial Aid Director, the Director of Admissions, or the Financial Aid Committee and is to have the recommendation of the dean and/or president of the college from which he is graduating. The applicant must also have ranked in the upper 25 percent of his college graduating class. The range of these scholarships is up to $500 each year for a resident student and up to $300 each year for a commuting student.

Gardner-Webb College Merit Scholarships: These awards are made for one year only and are based primarily on need and academic achievement. High school seniors and graduates who are recommended by their high school principal, guidance counselor, or homeroom teacher may compete. The range of the merit scholarships is $100 to $500. Applicants must take the Gardner-Webb College Competitive Scholarship Examination given in the spring.

Christian Service Scholarships

Charles I. Dover Scholarship: The Dover Foundation through a gift of $10,000 in 1976 has endowed a $600 annual scholarship for a student preparing for a full-time church related vocation. The recipient will be known as the Charles I. Dover Scholar. The award is made by the Executive Committee of the Christian Service Foundation. It is based on dedication to the cause of Christianity, character, scholarship, and need, without regard to race or demonimation. Application may be made through the Christian Service Foundation.

Christian Service Foundation Scholarships: The Christian Service Foundation of Gardner-Webb College provides scholarships for deserving students preparing for full-time Christian vocational service. The Foundation is supported by gifts from individuals, churches, and private organizations. Approximately one-half of the annual gifts is awarded to needy students and one-half is invested as an endowed scholarship fund.

Christian Vocation Scholarships: Each student pursuing a Christian vocation may qualify for an annual $250 scholarship provided he or she maintains a "C" average on all work attempted and provided he or she submits the application by July 1.

F.O.C.U.S. Scholarships: The Fellowship of Christians United in Service gives four $200 scholarships each year. One scholarship is awarded to the past president of the organization, and three are awarded to members nominated by the organization and approved by the Financial Aid Committee.

Ministers' Dependents Scholarships: An annual $125 scholarship is avilable to the dependent of an active minister if the applicant submits the application by July 1, and if he or she maintains a "C" average on all work attempted.

Acteen Studiact Scholarships: A young woman who has been involved in the Acteens individual achievement plan, Studiact, may receive a scholarship ranging in value from $400 to $1,200. These scholarships are made available by Gardner-Webb College and are based on the number of Studiact awards received and/or the financial need of the applicant. Deadline is April 1.

Royal Ambassadors Service Aide Scholarships: A young man who has been involved in the Royal Ambassador Service Aide program may receive a scholarship ranging in value from $400 to $1,200. These scholarships are made available by Gardner-Webb College and are based on the number of service aid awards received and/or the financial need of the applicant. Deadline is April 1.

Endowed Scholarships

Clarence N. Peeler Andrews Memorial Scholarship Fund: The late Mrs. Hattie Peeler Self of Cherryville, North Carolina, and her daughter and son-in-law, Dr. and Mrs. W. B. Andrews, established a trust fund of $10,000 in memory of Clarence N. Peeler Andrews, grandson and son of the donors. The income from this fund is used to aid worthy young men and women attending Gardner-Webb College.

C. L. Beam Memorial Scholarship: In 1966 Mr. Charles Grier Beam, Chairman, Board of Directors, Carolina Freight Carriers Corporation, created a $12,000 endowed scholarship to be named in honor of his mother, Mrs. Nancy Jean Beam of Lincoln County, and in memory of his father, Charles Lester Beam. Income from this scholarship is used to assist in educating a deserving and needy student with preference to those from Gaston, Cleveland, or Lincoln Counties in North Carolina. Mr. Beam has stressed need as one of the prime considerations to be used in deciding who receives the grant.

Mr. and Mrs. Howard Berry Memorial Scholarship Fund: This fund was established by Mrs. Howard S. Berry of Valdese, North Carolina, and the late Mr. Berry, to help worthy and needy students as determined by the Financial Aid Committee of the college. This fund may be increased from time to time, and the interest is used to aid students.

Biblical Languages Endowed Scholarship Fund: This fund was established in 1970 by a group of people interested in promoting the study of Biblical Languages and in helping needy students who are concentrating in these languages. The income from this endowed fund is used as scholarship aid for able and deserving students majoring in Biblical Literature and Languages.

George and Ida Wood Blanton Scholarship: In 1955 George Blanton and Ida Wood Blanton of Shelby, North Carolina, created a $10,000 trust fund for the purpose of encouraging and promoting the education of capable and deserving young men and women through the facilities of Gardner-Webb College.

George Henry and Martha Jane Memorial Scholarship Fund: In 1965 Mr. L. H. Brittain of Shelby, North Carolina, gave property valued at $13,500 to the college for the purpose of endowing a scholarship in memory of his parents, George Henry and Martha Jane Brittain.

Ensign Ronald Franklin Carpenter Memorial Scholarship fund: This endowed scholarship fund of $1,000 was established by Mr. and Mrs. John F. Carpenter and family in memory of their son. The scholarship is to be awarded to a student who has academic ability and financial need, preferably from Rutherfordton County, but other areas are not to be excluded. This fund may be increased from year to year.

Mrs. Cora C. Costner Memorial Scholarship Fund: This fund was established in 1976 by Mr. and Mrs. W. F. Parker, daughter and son-in-law of Mrs. Costner. Preference will be shown in awarding the grant to students from Cleveland and Rutherford counties.

George Wayne DeHart Scholarship for Ministerial Students: This special fund was made possible by the friends of the late Mr. DeHart. The fund is open and can be added to at any time. The Financial Aid Committee of the college will choose the recipients.

Clyde J. Dotson Endowed Scholarship Fund: A pioneer missionary to Africa, the Reverend Clyde J. Dotson was honored by the creation of this scholarship fund by his daughter and son-in-law, Dr. and Mrs. T. L. Warren, of Hickory, North Carolina. The fund is increasing through gifts from Mr. Dotson's family and friends and is designated to assist international students who are dedicated Christians.

J. R. Dover, Jr., Memorial Scholarship Fund: In 1962, J. R. Dover, Jr., made an initial gift of $5,000 to establish an endowed fund for scholarships. Since Mr. Dover's death in 1963, this fund has increased to $50,000 by gifts from relatives and friends of Mr. Dover.

Joseph W. Geddes Engineering Scholarship: In 1971 the college received a $20,000 grant from the estate of Mr. Joseph W. Geddes for the purpose of establishing an endowed pre-engineering scholarship in his name for needy and worthy students. Mr. Geddes was a native of Scotland, a graduate of Edinburgh and Glasgow Universities, and the University of London. He worked with the restoration of Colonial Williamsburg, Virginia, and was engineer for the restoration of the White House in 1948, the building of the famous Mayflower Hotel, the Italian Embassy, and the National Theatre in Washington, D.C. Mr. Geddes came to Cleveland County with his wife to be the chief engineer in the building of the Pittsburgh Plate Glass Plant and retired here.

Virgil M. Hailey Scholarship Fund: The pastor emeritus of North Kannapolis Baptist Church, The Reverend Virgil M. Hailey, was honored in 1972 by the establishment of this endowed scholarship fund. A number of congregations served by Rev. Hailey have contributed to the fund, and additions to it may be made at any time. Income from the fund is used to assist worthy students from the Cabarrus County area.

Hamrick-Perry Endowed Scholarship Fund: Mr. and Mrs. Dwight S. Perry of Lawndale, North Carolina, established an endowed fund in memory of their parents, Mr. and Mrs. William S. Perry and Mr. and Mrs. Henry Hamrick. In the awarding of this scholarship, preference is given to the student interested in the Christian ministry, nursing, or education professions.

Willie D. and Murleen G. Hall Work Study Program: This program was established by Mr. and Mrs. Hall to aid deserving and needy full-time Christian vocational students. Work grants are provided from interest received from this fund. This is an open fund that may be increased in the future.

Florence Hamrick and Roland M. Hamrick Athletic Scholarship Fund: In 1965 Roland M. Hamrick, Jr., and Thomas B. Hamrick made a gift to the college in the amount of $12,000 to endow an athletic scholarship in honor of their parents, Florence Hamrick and Roland M. Hamrick, Sr. The interest earned from this gift is awarded to deserving athletes.

Thomas B. Hamrick Endowed Scholarship Fund: This is a $12,000 endowed athletic scholarship to be presented to deserving athletes in memory of Thomas B. Hamrick, who served Gardner-Webb athletes through his outstanding support and loyalty. It is given by the immediate Hamrick family.

A. D. and Ruth Park Harmon Memorial Scholarship Fund: Established by the late Troy Harmon, an alumnus and former employee of Gardner-Webb College, in memory of his mother and in honor of his father. Troy was killed in an automobile accident while serving as a student pastor. He was a student at the Southern Baptist Theological Seminary in Louisville, Kentucky. The scholarship is given to students entering full-time Christian service. It was the intent of the donor that the recipients of the scholarships would replace the amount received so that more students could be helped in the future.

M. G. Martin Endowed Scholarship Fund: In 1927 Mrs. Ellen Bostic Martin of Mooresboro, North Carolina, gave the school $2,500 for the purpose of creating and establishing the M. G. Martin Memorial Scholarship. The interest from this fund is used for the education of ministerial students, preferably those related to M. G. or Ellen Bostic Martin.

Randolph Martin Endowed Scholarship Fund: This fund was established in 1969 by Mrs. Randolph Martin and their children, Conrad and Julia, in memory of her husband. Its income is used to help deserving students obtain a Christian higher education at Gardner-Webb College. Financial need and ability are considered in awarding the scholarship.

Mr. and Mrs. B. S. Mauney Memorial Endowed Scholarship Fund: This scholarship fund was established in 1973 by the late Mr. and Mrs. B. S. Mauney. The income is used to provide scholarships for young men and women who are unable to pay to attend Gardner-Webb College.

Mr. and Mrs. M. A. (Brick) Morris Endowed Scholarship: This $10,000 scholarship is made possible by Mr. and Mrs. M. A. (Brick) Morris for students of good character who are in financial need. Students from South Carolina are considered first. If there is no deserving student from South Carolina, the Financial Aid Committee will select a deserving student from another area.

Porter Brothers, Inc. Endowed Scholarship: In 1970 an endowed scholarship fund of $12,000 was established by Porter Brothers, Inc. of Shelby, North Carolina. Income from the fund is used to assist needy and worthy students.

Minnie Conner Poston Memorial Endowed Scholarship Fund: This scholarship was established from gifts and memorials made to the college in memory of Mrs. Minnie Poston, mother of Dr. Eugene Poston, former president of Gardner-Webb College. The scholarship is awarded to needy, well-qualified students.

Thomas P. Pruitt, Sr., Endowed Scholarship Fund: Mr. Pruitt was an outstanding Christian layman known for his service to the First Baptist Church of Hickory, North Carolina, and the North Carolina and Southern Baptist Conventions. He is being honored through this fund by his wife, children, and friends. Needy Christian students are assisted through the income from this fund.

Race Path Baptist Church Endowed Scholarship Fund: An endowed scholarship fund was established by the Race Path Baptist Church of the Sandy Run Baptist Association. The income from this fund is used as scholarship aid for an able and deserving student majoring in Biblical Literature and Languages.

Royster Memorial Scholarship: Established in 1965 by the late D. W. Royster, Sr., of Shelby, North Carolina, this $4,500 endowed scholarship is named in memory of his parents, Dr. S. S. Royster and Mrs. Olive B. Royster. Royster Memorial Hospital at Boiling Springs is named in Dr. Royster's memory, also. Income from this scholarship is used to assist needy and qualified students at Gardner-Webb College.

D. W. Royster, Sr. Memorial Endowed Scholarship Fund: Established by the family and friends of D. W. Royster, Sr., this is an open fund and may be added to at any time. The recipient is chosen by the Financial Aid Committee of the college.

Mr. and Mrs. Ray Small Endowed Academic Scholarship Fund: This fund has been established by Mr. and Mrs. Ray Small of Lincolnton, North Carolina, because of their interest in Christian higher education. The earnings from this fund are awarded annually to deserving students.

C. R. and Elizabeth Spangler Scholarship: This scholarship is made possible by Mr. and Mrs. C. R. Spangler and Mr. and Mrs. Ralph Spangler of Cleveland County, North Carolina. It is granted on the basis of Christian character and financial need of qualified students, and preference is given to Cleveland County students.

George Edward Sweet Memorial Endowed Scholarship: This is an endowed scholarship established by the family and the friends of Mr. Sweet. The scholarship is an open one and may be increased each year. It is awarded to a needy and worthy student.

Union Baptist Church Endowed Scholarship Fund: An endowed scholarship fund was established in 1970 by the Union Baptist Church of the Kings Mountain Baptist Association. The income from this fund is used as scholarship aid for an able and deserving student majoring in Biblical Literature and Languages.

Margaret Young Memorial Scholarship Fund: In 1966 Mr. J. F. Alexander, Mrs. Martha Howe, and Mrs. Kathleen Alexander Carpenter, all of Salisbury, North Carolina, created a $12,000 endowed scholarship as a memorial to Margaret Young.

Other Endowed Scholarships

Jack Hunt Endowed Scholarship Fund
Mrs. W. C. Lattimore Endowed Scholarship
Mr. and Mrs. Everette G. Spurling Endowed Scholarship
Lee B. Weathers Endowed Scholarship Fund

Annual Scholarships

Alpha Epsilon Recruitment Grant: This $200 scholarship is given by the Alpha Epsilon Chapter of Delta Kappa Gamma, an educational, honorary, and professional society, to a worthy student interested in teaching.

Lena Niven Ayers Christian Vocation Scholarship Fund: This fund was established in 1975 by Mr. and Mrs. John F. Ayers, Jr., of Charlotte, North Carolina, in memory of his mother, Mrs. Lena Niven Ayers, for her faithful service as a voluntary Bible teacher in the elementary schools of Charlotte and as a member of the Oak Grove Church of Boone, North Carolina. Gifts to the fund from family and friends are welcomed and are distributed to needy students pursuing full-time Christian vocations.

Loretta Phillips Cudd Scholarship Fund: This fund was established to help worthy and needy students at Gardner-Webb College. Mrs. Cudd was a student at Gardner-Webb during 1946-49. The recipient will be chosen by the Financial Aid Committee of the college.

S. C. Harrill Scholarship Fund: Mr. and Mrs. S.C. Harrill of Lattimore, North Carolina, present a $250 scholarship to assist in educating a deserving and needy Southern Baptist missionary, missionary doctor, missionary nurse, missionary teacher, or ministerial student approved by his or her local church and association, provided at least a "C" average is maintained on all college work. This scholarship was established in 1969.

Lattimore Baptist Church Scholarship: The Lattimore Baptist Church gives two $500 scholarships annually for ministerial students. These scholarships are awarded to needy, worthy students who plan to enter the ministry or full-time Christian service.

Lewis-Weddle Scholarship: A $500 scholarship is given by Mr. J. Thurman Lewis and the late Dr. Lewis in honor of their parents, Mr. and Mrs. John Terry Lewis of Meredian, Mississippi, and the Reverend and Mrs. Paul S. Weddle, Sr. of Bellefontaine, Mississippi, to an able and deserving student majoring in Biblical Literature and Languages.

Lutz Scholarship: A $180 scholarship is given annually by Mr. and Mrs. Melvin R. Lutz, Jr., to an able and deserving student majoring in Biblical Literature and Languages.

Wilma L. McCurdy Memorial Fund Scholarships: The trustees of the Wilma L. McCurdy Scholarship Fund desire that Gardner-Webb College give special consideration in awarding the scholarships to worthy students from Stanly County. However, all scholarships must be awarded to worthy students of North Carolina.

Women of the Moose Scholarship: In 1974 the Women's Auxiliary of the Moose Lodge, Shelby, North Carolina, established an annual scholarship to be given to a needy nursing student.

Ethel Blanton Spangler Scholarship: This scholarship is given by Mr. J. Edwin Spangler of Shelby, North Carolina, in memory of his mother to a deserving student who makes average or better grades, is of good character, and who deserves recognition.

D. A. Tedder Scholarship: This is a $100 scholarship given in memory of the Reverend Daniel Allen Tedder of Shelby, North Carolina, by his daughters, Mrs. Russell Lumer, Mrs. H. E. Eisenberger, and Mrs. Frederick J. Swift, to an able and deserving ministerial student.

Wilbur Wilson Memorial Scholarship: This scholarship is awarded to a freshman student who plans to return to Gardner-Webb College. The award is decided on the basis of academic attainment and Christian commitment. It is given in memory of Mr. Wilbur Wilson, who spent the greater part of his life in education and who served his church and denomination faithfully. He served as a deacon and Sunday School superintendent at Dover and First Baptist Churches in Shelby, North Carolina and at the Central Baptist Church in Miami, Florida. The award is presented by his wife, Mrs. Eula M. Wilson.

Gardner-Webb College Loan Funds

The following guidelines govern the Gardner-Webb College revolving loan funds:

1. All transactions such as signing the promissory note are made directly with the student, who must be enrolled in good standing or accepted for enrollment at Gardner-Webb College.

2. The maximum loan for an academic year cannot exceed the student's total cost of education less other financial aid received.

3. Terms of the loan:

(a) Repayment begins six (6) months after termnination of education at Gardner-Webb College.

(b) The rate of repayment is $30 monthly.

(c) The rate of interest is seven (7) percent of the unpaid balance.

(d) The borrower is responsible for any litigation fees incurred because of delinquency.

4. The student must reapply when additional funds are needed since loans are not automatically renewed.

5. Separate applications are required for summer loans.

Loan Funds

Deck W. Andrews Loan Fund for Business Majors: This loan fund was initiated in March, 1970, by the Department of Business Administration for majors within the Department who are having difficulty financing their education. The amount of the loan should not exceed the cost of tuition and is available to juniors or seniors who have established their major.

C. B. Baker Loan Fund: Mr. C. B. Baker of Hickory, North Carolina, bequeathed part of his estate to Gardner-Webb College. This amounted to $7,500 and is used to help students dedicated to full-time Christian service.

Beaver Dam Baptist Church Fund: The Beaver Dam Baptist Church of the Kings Mountain Association has provided a loan fund to be used in $100 allotments by worthy young men and women with the understanding that the young people of Beaver Dam Church have first consideration in awarding these funds.

Minerva C. Bland Endowed Memorial Scholarship-Loan Fund: This fund was established by Mr. and Mrs. Charles B. Camp of Shelby, North Carolina. This is an open fund that may be increased at any time. First consideration will be given to students at Gardner-Webb from the Second Baptist Church of Shelby, North Carolina, who are preparing for full-time church-related Christian service. Second consideration will be given to students from the same church who are dedicated Christians and need financial aid. Recipients are encouraged to contribute to the fund after they have repaid the loan for the purpose of helping future students.

Boiling Springs Baptist Church Loan Fund: In 1973 Boiling Springs Baptist Church established a student loan fund with an initial gift of $2,500 to help worthy and needy students in acquiring a Christian education at Gardner-Webb College. Students benefiting from this loan will repay the amount plus interest after graduation on terms set forth by the college.

J. Herbert Bridges Loan Fund: In 1949 J. Herbert Bridges of Charlotte established a loan fund for worthy and needy students.

W. B. and Louise P. Camp Loan Fund: Established in 1972 by Mr. and Mrs. W. B. Camp of Bakersfield, California, this fund is intended to help defray the expenses of needy and worthy students — Christian students of good character who do not use alcohol or tobacco.

Beuna B. Carpenter Floral Loan Fund: The fund was established to assist those who are preparing for any phase of full-time Christian service. Additions to the fund may be made at any time.

Mr. and Mrs. Thomas Ray Causby Endowed Loan Fund: This loan is awarded to a worthy student selected by the Financial Aid Committee. The recipient may make a contribution to the fund to help future students.

R. I. Corbett Ministerial Loan Fund: The Reverend R. I. Corbett of Marion, North Carolina, bequeathed stock worth approximately $8,000 to establish this fund. Interest from the fund is loaned to worthy students who have chosen a Christian vocation.

A. V. Dedmon Memorial Loan Fund: This fund was established in 1971 by the family of A. V. Dedmon, Sr., of Shelby, North Carolina, to assist needy students in acquiring a Christian education.

Hubert C. Dixon Mathematics Loan Fund: This fund was established in December, 1975, to provide a source of financial assistance to Junior and Senior Mathematics majors who need financial aid. It was named to honor the memory of Professor Hubert C. Dixon who served Gardner-Webb College well in many capacities for forty-one years.

Elizabeth Extension Homemakers Club Loan Fund: The Elizabeth Extension Homemakers Club of Shelby, North Carolina, has provided a loan fund to be used by a worthy young man or woman. It is to be granted on the basis of Christian character and financial need to a qualified student, preferably from Cleveland County.

P. L. Elliott Memorial Loan Fund: This fund was established by the Elliott family and friends for worthy and needy students. Additions to the fund may be made at any time.

Hattie Nix Gilliatt Memorial Loan Fund: This fund was established in 1957 as a memorial to Hattie Nix Gilliatt of Shelby, North Carolina, to assist needy, worthy students.

Mary Hartwell Groves Loan Fund: Mr. Barron G. Groves established a loan fund on January 10, 1972, in memory of his wife, Mrs. Mary Hartwell Groves, to help needy, deserving students.

Mary Sue Anthony Hamrick Nursing Loan Fund: This fund was established by the family and friends of Mrs. Hamrick to assist needy, worthy Christian students who would exemplify her beliefs. It is an open fund and contributions may be made at any time.

Asbury Carr and Jane Gardner Harrelson Loan Fund: Dr. Michael A. Harrelson and Dr. Lewis G. Harrelson have made gifts of $300 each to Gardner-Webb College to be used as a loan fund for Biology students in honor of their parents, Asbury Carr Harrelson and Jane Gardner Harrelson.

Hendrix Batting Company Loan Fund: A $600 student loan fund was established by Mrs. T. R. Hendrix, Sr., and the late Mr. Hendrix of Trinity, North Carolina. Mr. Hendrix was head of the Hendrix Batting Company of High Point. This fund is available to a worthy student who is in need of financial help.

Marion Hinson Loan Fund: In 1950 Mr. and Mrs. Claude S. Hinson of Belmont, North Carolina, gave $2,500 to establish a student loan as a memorial to their son, Marion Hinson.

J. D. Huggins Memorial Loan Fund: This fund was established October 25, 1975, by Mr. Hanson D. Powers, Sr., in memory of Mr. J. D. Huggins, Sr. It is used to grant loans to worthy and needy students who can make a meaningful contribution to society upon completion of their work at Gardner-Webb College.

Joseph Henry Jones Memorial Loan Fund: This loan in memory of Joseph Henry Jones, who gave his life in the Battle of the Bulge on December 16, 1944, was created by his mother, Mrs. J. H. Jones, and other friends to assist worthy students in obtaining a Christian education.

Garrie L. Kendrick Endowed Loan Fund: This fund was established by Mrs. Garrie L. Kendrick in memory of her husband, who was a faithful member of the Gardner-Webb College Board of Trustees. The interest from this fund is used to aid needy and deserving students. Additions to the fund may be made at any time. The interest from the loans will be added to the principal.

Ada Harris Knowles Loan Fund: The fund was established by Mr. Tom Knowles of Belmont, North Carolina, in 1968 in memory of his mother.

Jimmy Ray Lail Memorial Loan Fund: Jimmy was a Gardner-Webb ministerial student in whose memory this fund was created in 1974 by his wife and daughter, and includes memorials from relatives and friends. Students preparing for full-time Christian service or other vocations are eligible to apply for this loan. Gifts to this loan fund may be made at any time.

John Maclaren Lawrence Memorial Loan Fund: In 1954 the Reverend and Mrs. Tom Lawrence of Cliffside, North Carolina, established a student loan fund as a memorial to their son, John Maclaren Lawrence. First preference is granted to students from Rutherford County.

Wilma L. McCurdy Memorial Fund: Mrs. Wilma L. McCurdy of Albemarle, North Carolina, specified in her will that $5,000 be donated to Gardner-Webb College to provide loans for worthy students from North Carolina.

David Pressley Memorial Loan Fund: In 1956 Gardner-Webb students, faculty members, and friends established a loan fund in memory of David Pressley, a member of the student body who lost his life in an automobile accident.

Reverend and Mrs. H. M. Stroup Endowed Loan Fund: An initial gift of $20,000 by the Reverend H. M. Stroup of Spruce Pine, North Carolina, and the late Mrs. Stroup established this fund. The income is used to aid students preparing for full-time Christian service. Southern Baptist students will receive first consideration, and they must be approved by their local churches, associations, and the Financial Aid Committee.

Ruth Stroup Loan Fund: In 1947, Mrs. Ruth Stroup created in memory of her husband a loan fund which has grown to $15,000. This fund is used for deserving young people, preferably Cleveland County students and ministerial students.

Lee B. Weathers Endowed Loan Fund: Friends of the late Lee B. Weathers, long time publisher and editor of *The Shelby Daily Star* and former trustee of Gardner-Webb College, established this loan fund following his death in 1958. In 1972 the late Mrs. Breta N. Weathers added $5,000 to this fund through her will in memory of her husband. Income from the fund is used as aid for deserving students with preference given to anyone going into journalism or with an interest in public relations or college publications.

Tom and Clara Lee Withrow Loan Fund for Nursing Students: Mr. and Mrs. A. T. Withrow established this fund in 1974-75. The loans are made to students in the Gardner-Webb Nursing Program. The recipients must meet the standards of the college and be in need of financial aid. The money will be repaid on a schedule set by the Financial Aid Committee of the college. Notes will be executed to guarantee repayment. Students will be encouraged to contribute to the fund after paying off their notes.

Tom Withrow Student Loan Fund: In 1953 A. T. Withrow of Charlotte, North Carolina, established the "Tom Withrow Foundation Fund" for the purpose of aiding needy and worthy students.

Other Loan Funds

Charles Andrews Foreign Language Loan Fund
Board of Associates Loan Fund
Cove Creek Baptist Church Loan Fund
First Baptist Church, Maiden, North Carolina
First Baptist Church, Shelby, North Carolina
Gardner-Webb College Loan Fund
Gastonia Altrusa Loan Fund
Mr. and Mrs. Coleman Goforth Loan Fund
Gold Loan Fund
Dr. C. H. Harrill Loan Fund
Independence National Bank Loan Fund
G. W. and N. B. Kendrick Loan Fund
L.&R. Oil Company Loan Fund
Logan Loan Fund
Roberts Loan Fund
Schenck Loan Fund
Florence Scism Loan Fund
Shelby Box Company Loan Fund
Shelby Kiwanis Club Loan Fund
Shelby Lions Club Loan Fund
Shelby Rotary Club Loan Fund
Mr. and Mrs. T. M. Stanback Loan Fund
Mr. and Mrs. J. O. Terrell Loan Fund
Mrs. Fields Young, Sr., Loan Fund

College Work Program

Gardner-Webb College provides part-time campus employment to a limited number of students who wish to earn a portion of their college expenses by working. Students interested in securing campus employment should submit the Institutional Data Sheet to the Financial Aid office. Applications should be submitted by April 1. Part-time campus employment for students is available in the cafeteria, residence halls, laboratories, library, and departmental offices.

Federal Assistance Programs

The U. S. Office of Education supports the following five programs of student assistance:

1. Basic Educational Opportunity Grants.
2. Supplemental Educational Opportunity Grants.
3. College Work-Study.
4. National Direct Student Loans.
5. Guaranteed Student Loans.

Any student enrolled at Gardner-Webb College who is a citizen or permanent resident of the United States is eligible to apply for assistance under these programs.

Any student assistance received by a student under Title IV shall entitle the student receiving it to payments only if: (1) that student is maintaining satisfactory progress in the course of study he is pursuing, according to the standards of Gardner-Webb College; (2) that student does not owe a refund on grants previously received at Gardner-Webb, or is not in default on any loan from a student loan fund at Gardner-Webb or a loan made, insured, or guaranteed by the Commissioner under this title for attendance at Gardner-Webb College.

Basic Educational Opportunity Grant (BEOG) Program: Applications are available from Gardner-Webb College, high schools, Talent Search, Upward Bound Projects, and public libraries, or by writing to P. O. Box 84, Washington, D.C. 20044. Notification of eligibility should be received within four weeks following submission of the application. The student is to forward this notification to the Financial Aid Office.

Supplemental Educational Opportunity Grant (SEOG) Program: This program is for students of exceptional financial need who, without the grant, would be unable to continue their education. Applicants are eligible to apply if they are enrolled at least half time at Gardner-Webb College. Awards range from $200 to $1,500 per year and are not to be repaid.

College Work-Study Employment: The college participates in the College Work-Study Program to provide jobs for students who have great financial need and who must earn a part of their educational expenses. Jobs are arranged on campus or off campus with a public or private non-profit agency, such as a hospital, library or recreational facility. Students can also participate in the program in the summer through the PACE Program. This program provides full-time summer jobs for qualified students in approved agencies in their home towns. Students interested in the PACE Program must submit both a Financial Aid Form and a PACE Application. These applications are available by request to the Financial Aid Office or from high school guidance counselors. The applications should be submitted by April 1.

National Direct Student Loan (NDSL) Program: These funds are for students who are enrolled at least half-time and who need a loan to meet their educational expenses. A Gardner-Webb student may borrow up to a total of $5,000 with repayment beginning nine (9) months following graduation or separation from the college for other reasons. During the repayment period three (3) percent interest will be charged on the unpaid balance of the loan principal. Application for this program is to be made through the Financial Aid Office of the college.

Guaranteed Student Loan Program: Loans made directly from a bank, credit union, savings and loan association, or other participating lender willing to make educational loans may be guaranteed by a State or private non-profit agency or insured by the Federal Government. Any student currently enrolled or accepted for enrollment may apply. Maximum loans of $2,500 per year, $7,500 total, and a maximum interest rate of seven (7) per cent must be observed.

The Federal Government will pay the interst on these loans for students who are eligible for Federal Interest Benefits until they begin repayment. Payments begin between nine (9) and twelve (12) months after graduation or other separation from the college, and up to ten (10) years may be taken to repay the loan.

Information and application forms are available from Gardner-Webb College, lenders, State Guarantee Agencies and Regional Offices of the U. S. Office of Education. Applications must be submitted before June 1 each year.

State Assistance Programs

College Foundation Loan Program: Residents of North Carolina enrolled full-time may borrow up to $2,500 per academic year through College Foundation, Inc., with funds provided by the North Carolina Banking and Life Insurance Industries. Loans are insured by the State Education Assistance Authority; and under certain circumstances, the Federal Government will pay the interest during the study and grace periods. Applications may be secured from the Financial Aid Office at Gardner-Webb College or from College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605

North Carolina Legislative Tuition Grants: The 1975 North Carolina General Assembly established a program of tuition grants available to North Carolina residents attending private colleges and universities located within the State. The awards will provide up to $300 to each eligible student during an academic year. To qualify for a NCLTG award a student must:

1. Be a legal resident of North Carolina for the purpose of tuition payment under the terms and conditions of the Residency Manual of the University of North Carolina, and
2. Be enrolled full-time as an undergraduate student in a North Carolina private college or university, and
3. Be certified by an approved institution as to eligibility and enrollment.

In addition to the above grant program, North Carolina residents may qualify for additional assistance from the State if they show need based on their filing of either the forms provided by College Scholarship Service or American College Testing Program (see Procedures for Applying for Financial Assistance).

North Carolina Student Incentive Grant Program (NCSIG): Legal residents of North Carolina accepted for enrollment or enrolled full-time, in good standing, in an undergraduate program of study in an eligible college, university, technical, or vocational school in North Carolina may apply for Student Incentive Grants to help pay their educational expenses. Students must demonstrate "substantial financial need" as determined through the need analysis system of either the College Scholarship Service or American College Testing Program. The amount of each grant will be based on the individual student's demonstrated financial need in relation to resources and cost of education but may not exceed $1,500 per academic year. Application forms may be obtained from the Financial Aid Office or from College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, N. C. 27605. Applications should be received by the Foundation by March 31.

North Carolina Prospective Teachers Scholarship-Loans: The State of North Carolina makes a limited number of awards to North Carolina students planning to enter the public school system of the State to assist them in their education. The award is $900 per year and is a scholarship if the recipient teaches in North Carolina public schools following graduation. The deadline for submitting the application is March 15.

North Carolina Vocational Rehabilitation Program: The State of North Carolina provides financial assistance for residents who have permanent handicaps. Information concerning such aid is available through the Director of Vocational Rehabilitation, State Department of Public Instruction, Raleigh, North Carolina 27600.

Private Assistance Programs

Nido Qubein & Associates, Inc.: High Point area students attending any private North Carolina College and planning a career in youth-related work may qualify for a scholarship. The amounts are flexible and are awarded on the basis of need and academic achievement. Interested students should write to the Scholarship Committee, Nido Qubein and Associates, Inc., P. O. Box 5367, High Point, N. C. 27262. Applications must be received no later than April 15.

The Tuition Plan: Private financing of the student's expenses is available through The Tuition Plan of Concord, New Hampshire. This program features convenient monthly payments and Parent Life Insurance, which guarantees funds for the student's education to continue. Additional information is available from the Business Office.

ACADEMIC INFORMATION

Academic Counseling: Each student is required to consult with an assigned faculty adviser prior to each registration period to plan a course of study.

Academic Load: The unit of credit at Gardner-Webb College is the semester hour. A student is considered full time if enrolled for 12 semester hours or more. No boarding student may be enrolled for less than 12 semester hours at any time during a semester unless given permission by the Housing Committee.

The normal load is 16 semester hours, and any student in good standing may enroll for as many as 18 semester hours. Permission to exceed 18 semester hours must be obtained from the Academic Dean.

The normal load for summer school is 6 semester hours or a 4 semester hour laboratory course. No boarding student may be enrolled for less than 6 semester hours at any time during a summer term unless taking a 4 semester hour laboratory course, or with permission of the Housing Committee. Permission to carry 7 semester hours must be obtained from the Academic Dean.

Course Numbering System: Freshman courses are designated by numbers 100-199; sophomore courses 200-299; junior courses 300-399; and senior courses 400-499. Courses with odd numbers are regularly given in the fall term; courses with even numbers, in the spring term. However, introductory basic courses in many departments will be offered every term so that students may arrange their work in regular sequence, according to the time of entrance.

Registration: Certain days at the beginning of each semester or summer term are set aside for registration. The student is sent detailed instructions concerning the registration procedures. A student will not receive credit for any course for which registration has not been completed.

Late Registration: With special permission a student may be registered during the one week period following the close of the regular registration in any semester. A fee will be charged.

Adding or Changing Courses: The student's schedule of classes may be adjusted by adding or substituting courses with the approval of the Registrar or the Academic Dean within one week from the beginning of the semester. A fee will be charged for any change following the student's initial registration unless it is required by the administration of the college.

Dropping Courses: A student may officially withdraw from a course at any time during a semester or summer term. The Registrar provides the necessary forms, and a fee is required. A grade of **W** (withdrew) is recorded for the course through the two weeks following the end of the mid-term grade report period each semester. Thereafter, a **WP** (withdrew passing) or **WF** (withdrew failing) is recorded. No hours attempted are recorded for the **W** or **WP** grades. Should a student stop attending a course without following the procedure indicated above, the withdrawal is unofficial and a grade of **UF** would be recorded. Hours attempted which cannot be removed by repeating the course would also be recorded.

Auditing Courses: Any full-time student may audit a class without charge with the permission of the instructor of the course. Students who are enrolled for less than 12 hours may audit credit courses for one-half the regular fee. Area residents not desiring credit may audit a class, with the permission of the instructor, without charge except where special fees are involved.

Auditors are subject to the attendance regulations of the college. Additional requirements, if any, are the responsibility of the instructor.

Credit will not be allowed for any course for which a student registers as an auditor.

Taking Courses at Other Institutions: Permission for any Gardner-Webb student to enroll at another institution must be obtained beforehand from the Registrar and requires the consent of the chairman of the department in which the student is majoring. The college is not obligated to accept credit for any course when prior permission has not been granted.

Withdrawal, Suspension, and Expulsion: Voluntary termination of enrollment during the course of a semester or summer term is defined as withdrawal. Dismissal from school for a specified period of time is suspension, and expulsion is dismissal for an unspecified period of time.

Any student leaving school before the end of a term is required to secure a withdrawal form from the Registrar's Office, complete it in full, and return it to the Business Office Honorable dismissal is granted only if these procedures are followed, and failure to comply will result in the recording of the **UF** grade on all work taken that term.

Classification of Students

Students are classified at the beginning of the regular school year or at the time of entrance if this is other than the beginning of the school year:

1. Freshmen — Students fully qualified academically for credit as specified in admission requirements who have earned no college credits or who have less than 30 semester hours of credit.
2. Sophomores — Students fully qualified academically for credit who have earned 30 or more semester hours of credit, but less than 60 semester hours.
3. Juniors — Students fully qualified academically for credit who have earned 60 or more hours of credit, but less than 90 semester hours.
4. Seniors — Students fully qualified academically for credit who have earned 90 or more semester hours of credit.
5. Special Students

(a) Credit students — College graduates and rising high school seniors.

(b) Non-credit students — Auditors, music students not desiring credit, and a limited number of adults admitted to regular classes regardless of previous training.

Class Attendance

General Regulations

1. Since each class meeting is important, and the student is responsible for all of the work — including tests and assignments — of all class meetings, attendance is expected at all class meetings unless the student is providentially hindered or representing the college.
2. The instructor is responsible for recording all absences, for excusing absences, and enforcing these attendance regulations.
3. Serious personal illness or accident and a death in the immediate family are valid excuses; normal contingencies, such as medical appointments, special occasions, and minor emergencies are not valid excuses. (Medical excuses should be signed by a physician or nurse.)
4. No absence without excuse is allowed at the time of an announced test or examination.

5. No absence without excuse is allowed in any laboratory work, and all laboratory work must be made up to the satisfaction of the instructor.

6. Three unexcused tardies count as an unexcused absence. (The student is responsible for clearing tardies with the instructor at the end of the class in which the tardy is recorded.)

7. Being late more than fifteen minutes counts as an absence.

8. Failure to wait ten minutes from the beginning of the period for the arrival of the instructor counts as an absence.

9. For each unexcused absence in excess of that which is allowed below, the instructor may deduct three points from the student's semester grade in that course.

10. After the fourth unexcused absence in any course, the Registrar will be notified, and the student will be called in for counseling.

11. Credit will not be granted for any class in which absences exceed 25 percent. Maximum allowable absences from lecture periods for any reason(s) follow.

Class Meetings Per Week	Maximum Allowable Absences
1	3
2	7
3	11
4	15
5	18

Specific Regulations

1. For Certain Students: The following students are allowed no unexcused absences:

(a) All freshmen in their first semester of study at Gardner-Webb College.

(b) All students on academic probation.

(c) Students with Quality Point Ratios less than 1.5.

2. For Juniors and Seniors Having a QPR of 2.0 or Above: To take care of normal contingencies — such as medical appointments, special occasions, and minor emergencies — a student is allowed two hours absence without excuse per semester for each hour of credit in each class. In case of classes with sessions of 1½ hours each only four absences are allowed per semester. Any absence in excess of two hours per credit hour must be shown to be an unpreventable emergency.

3. For All Other Students: To take care of normal contingencies — such as medical appointments, special occasions, and minor emergencies — a student is allowed one hour absence without excuse per semester for each hour of credit in each class. In case of classes with sessions of 1½ hours each only two absences are allowed per semester. Any absence in excess of one hour per credit hour must be shown to be an unpreventable emergency.

Grading System

The **I** grade indicates that the student has not completed course requirements within the time limits of the term. It may be assigned only if the student has made arrangements with the instructor prior to the date of the final examination and only if the student has a valid excuse. Serious personal illness or accident and a death in the immediate family are valid excuses. An **I** automatically becomes an **F** unless course requirements are completed within the next semester and counts as an **F** in the student's QPR until it is completed.

The **W** is recorded for each course officially dropped through two weeks following the end of the mid-term grade report period in each given semester. After this, a **WP** or **WF** will be recorded for each course officially dropped. Students who officially withdraw from school and those who are suspended receive a grade **WP** or **WF** depending on their progress in each course at the time of withdrawal or suspension.

A **UF** is recorded for all courses should a student drop out of school without following official withdrawal procedures. It is also recorded for individual courses which the student drops unofficially by non-attendance. Hours attempted with a grade of **UF** cannot be removed.

The **FA** grade is used to signify that the student's level of performance was passing, but credit could not be allowed because of absences.

Quality Point Ratio

The student's general academic performance is indicated by a Quality Point Ratio, abbreviated QPR. This figure is determined by dividing attempted semester hours into earned quality points. Three Quality Point Ratios are significant for each student: the semester QPR; the QPR for work taken at Gardner-Webb; and the overall QPR, which includes any work taken at other institutions and the student's work at Gardner-Webb.

Repeating Courses

A course with a grade of **D, F, I, WF,** or **FA** may be repeated. When a course is repeated, only the higher grade is counted in computing the Gardner-Webb and overall QPRs.

Examinations and Reports

Written examinations are required in every course at the end of each semester. Students who do not take these examinations at the scheduled time will receive a failing grade in that subject unless excused by the Academic Dean. If the student is excused, the grade will be recorded as Incomplete.

Grading System	Hours Attempted Per Credit Hour	Quality Points Per Credit Hour
A — Excellent (95-100)	1	4
B — Above average (88-94)	1	3
C — Average (78-87)	1	2
D — Below average, passing (70-77)	1	1
F — Failure (below 70)	1	0
P — Passing	0	0
I — Incomplete	1	0
IP — In progress	0	0
W — Withdrew without penalty	0	0
WP — Withdrew passing	0	0
WF — Withdrew failing	1	0
UF — Withdrew unofficially	1	0
FA — Failure due to excessive absences	1	0

If a student is absent from a test which has been previously scheduled, a grade of zero is given on that test and a second test is not allowed unless recommended by the teacher. A charge of $2.00 for a test and $5.00 for a final examination will be made unless the absence was for emergency reasons.

Reports of the student's progress are made at the end of each nine weeks. Summaries of these reports are given to the students at the end of each grading period. Parents are mailed mid-semester grades only if the student's progress for any given period is not satisfactory. Only the final semester grade is recorded on the student's permanent record, but no grades will be released if an account is in arrears unless satisfactory arrangements can be made with the Business Office.

Transcripts

The Registrar will furnish transcripts of credit on request. One official transcript is provided to each student without charge. Subsequent copies are $2.00 each, and this fee should accompany the request.

No transcript will be issued until all the student's accounts have been settled satisfactorily.

Honors and Awards

Semester Honors

Two lists of honor students are posted each semester:

1. Dean's List — Students enrolled for 15 semester hours or more whose semester Quality Point Ratio is 3.7 or better with no grade below C.
2. Honor Roll — Students enrolled for 15 semester hours or more whose semester Quality Point Ratio is 3.2 but less than 3.7 with no grade below C.

Annual Awards

Annual awards are made to outstanding students in each subject field, and the student with the highest academic record in each of the four classes receives an award at Commencement.

In memory of the late Professor J. D. Huggins, Mr. L. R. Harrill, State Director for 4-H Clubs, offers a citizenship medal to a male graduate recognized for scholarship and participation in college activities.

In memory of the late Miss Etta L. Curtis, Mrs. R. E. Price offers a citizenship medal to a female graduate recognized for scholarship and participation in college activities.

The winners of these awards are selected by the faculty.

Graduation Honors

All students are eligible for graduation honors. A student with transfer credit is considered if the work at Gardner-Webb merits honor, but the overall Quality Point Ratio is used to determine the level of honor.

Baccalaureate degree candiates with Quality Point Ratios of 3.2 or more are graduated *Cum Laude;* those with 3.6 or more are graduated *Magna Cum Laude;* those with 3.8 or more are graduated *Summa Cum Laude.*

Associate degree students whose Quality Point Ratios are 3.2 or more are designated as Honors Students.

Retention Requirements

Retaining Membership in the Student Body

Students once admitted to the college, who meet all requirements for continuing in school, are considered members of the student body. However, it is the policy of the college to require each registered student to reaffirm annually the desire and intention to retain membership in the student body. This is done through a special form of application and involves on the part of the college a re-evaluation of the characteristics demonstrated by the student during his enrollment at the college.

Filing of intention to return is expected by April 15. Advance deposits are required each semester as indicated in the Financial Section.

Students who are continuously enrolled at the college do not pay a re-application fee.

Retention Standards

These standards apply to all full-time students. Part-time students are expected to maintain satisfactory progress in class work and Quality Point Ratios. Their eligibility to continue in the college is determined by the Admissions Committee.

These standards will be applied at the close of each academic year to the student's Overall Quality Point Ratio. A student whose academic record is very poor may be asked to withdraw from the college.

Students subject to academic restriction, probation, or suspension may attend summer school at Gardner-Webb College in order to remove deficiencies. The records of those attending summer school elsewhere will not be reviewed prior to the fall semester, and those students will continue to be subject to these standards as they applied at the close of the academic year.

Students who are on probation either academic or disciplinary, are not eligible to represent the college until the probation is removed.

I. For Good Standing

A. Definition

1. The student is eligible to return.
2. The student may enroll for a maximum of 18 hours.

B. The following minimum Quality Point Ratios must be attained and maintained for the attempted hours indicated.

1. 1-29 hours — 1.2 QPR.
2. 30-59 hours — 1.6 QPR.
3. 60 hours and above — 2.0 QPR.

C. Any achievement below these standards will result in academic restriction, academic probation, or academic suspension.

II. For Academic Restriction

A. Definition

1. The student is eligible to return.
2. The student may enroll for a maximum of 15 hours.

B. The following minimum Quality Point Ratios must be attained and maintained for the attempted hours indicated.

1. 1-29 hours — 1.0 QPR.
2. 30-59 hours — 1.4 QPR.
3. 60-89 hours — 1.7 QPR.
4. 90 hours and above — 1.9 QPR.

C. Any achievement below these standards will result in continued academic restriction, academic probation, or academic suspension.

III. For Academic Probation

A. Definition

1. The student is eligible to return.
2. The student may enroll for a maximum of 15 hours, approved by the Academic Dean.
3. The student may not represent the college.
4. The student is allowed no unexcused class absences.

B. Conditions

1. Academic probation will result if the student does not attain good standing after being on academic restriction for two semesters and one summer.
2. Academic probation will result if a student who is subject to academic suspension is allowed to return. This includes:

1) The student for whom academic suspension is waived because of a 2.0 QPR or above on the previous semester's work.

2) The student allowed to return without a lapse of one regular semester.

3) The student returning after a lapse of at least one regular semester.

IV. For Academic Suspension

A. Definition — The student is ineligible to return for one regular semester.

B. Conditions

1. Academic suspension may result if minimal standards for academic restriction are not attained or maintained.

2. Academic suspension may result if the student does not attain good standing after being on academic probation for two semesters and one summer.

3. Academic suspension may be waived on the condition that the student attains a 2.0 QPR or above on the previous semester's work.

Graduation Requirements

Associate Degree Program

A minimum of 64 semester hours is required for graduation. Up to two semester hours of credit for Convocation attendance may be applied toward the degree. Other than this, the regulations regarding Convocation are the same as in the Baccalaureate Program. All candidates for graduation are expected to take their last year, their final 30 semester hours, at Gardner-Webb College.

A student must have a minimum grade of C on each course required in the major field.

A minimum Quality Point Ratio of 2.0 on a 4.0 scale based on the college grading system is required for graduation, both on all work attempted and on that work attempted at Gardner-Webb College.

Each student is responsible for fulfilling all requirements for the chosen degree program. A suggested four-semester plan is included for each to guide the student in course selection.

The student is also responsible for applying officially to the Registrar for graduation at the beginning of the final term of study.

All candidates for graduation are expected to be present at Commencement. The college is not obligated to grant a degree to any candidate for graduation who does not attend these exercises.

Baccalaureate Degree Program

A minimum of 128 semester hours are required for graduation. About 40% of the student's work should be junior and senior level courses. All candidates for graduation are expected to take their last year, their final 30 semester hours, in residence at Gardner-Webb College. Students transferring from junior colleges are required to complete a minimum of 64 semester hours in senior colleges or universities, with at least the final 30 semester hours at this instituion.

A student must have a minimum grade of C on each course counted toward the Major.

A minimum Quality Point Ratio of 2.0 on a 4.0 scale based on the college grading system is required for graduation, both on all work attempted and on that work attempted at Gardner-Webb College.

The student bears the final responsibility for the selection of a program of study and adherence to all published regulations and requirements of the college.

The student is responsible for fulfilling all requirements for the chosen degree program. Each student must fulfill all the Basic Course Requirements as approved by the Academic Dean or the Registrar and all the requirements for the Major, Supportive Studies, and Complementary Electives as approved by the departmental chairman. A transfer student is expected to complete at least one-half of the Major at Gardner-Webb College.

The student is also responsible for applying officially to the Registrar for graduation at the beginning of the final term of study.

All candidates for graduation are expected to be present at Commencement. The college is not obligated to grant a degree to any candidate for graduation who does not attend these exercises.

BACCALAUREATE PROGRAM DEGREES AND REQUIREMENTS

The degrees conferred are Bachelor of Arts and Bachelor of Science. The Bachelor of Arts degree is awarded to students majoring in Biblical Literature and Languages, English, French, History, Music, Religion, Social Science, and Spanish. A major in Biology, Business Administration, Chemistry, Early Childhood Education, General Science, Health Education and Physical Education, Intermediate Education, Mathematics, or Psychology leads to the Bachelor of Science degree. A B.S. degree in Medical Technology is awarded in conjunction with the Bowman Gray School of Medicine or the Charlotte Memorial Hospital. (See Basic Course Requirements)

Basic Course Requirements

All candidates for the Bachelor of Arts degree will complete the following required courses as specified in Group A. Prospective Bachelor of Science graduates may choose either Group A, B, or C. This option involves only the quantity of semester hours required in Foreign Language, Science, and Mathematics. The Foreign Language requirement may be satisfied by the completion of a Foreign Language course numbered 202 at this college, the transfer of an equivalent college course, or by competency in the language as determined by test. The number of required semester hours is dependent upon the number of high school language units earned by the student.

General Requirements for the Baccalaureate Degree

I. The Basic Course Requirements	40-52
II. A Major in a specified area of concentration, minimum	30
III. Supportive Studies in area(s) directly related to the Major, minimum	15
IV. Complementary Electives in area(s) not directly related to the Major, minimum	15
V. Free Electives to meet the graduation requirement of 128 semester hours	28-12
VI. Convocation	0-4
Total	128

Basic Course Requirements	Semester Hours Required Group A	Group B	Group C
English 101 and 102	6	6	6
History 101 and 102	6	6	6
Religion 101 and 102	6	6	6
Social Science Select any 6 hours from the following: Economics, History (201 and 202 preferred), Geography, Political Science, Psychology, and Sociology.	6	6	6
Fine Arts Select from the following: Art 207, Art 301 (Early Childhood and Intermediate Education majors only), Music 125, Music 225, Music 226 (Music majors only), Theatre Arts 101, and Theatre Arts 214.	3	3	3
Physical Education Select from the following: Physical Education 101 and another course numbered between 102 and 206; Physical Education 108 and 109; and Physical Education 107 and 207 (Physical Education majors only).	2	2	2
Foreign Language Select from the following: French 101, 102, 201, 202; German 101, 102, 201, 202; Greek 101, 102, 201, 202; Hebrew 101, 102, 201, 202; Latin 101, 102, 201, 202; and Spanish 101, 102, 201, 202.	0-12	0	0
Natural Science Select from the following: Biology 101 and 102, Chemistry 101 and 102 or 104; Geology 101 and 102; Physics 201 and 202; and Science Education 101 and 102 (Early Childhood and Intermediate Education majors only). For secondary, special, and occupational teacher certification in any subject, Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.*	8	16	8
Mathematics Group C excludes Mathematics 103 and must include 3 hours above Mathematics 210. To complete Group C with less than 9 hours a student must complete Mathematics 221.	3	3	3-9
TOTAL	40-52	48	40-46

**Physical Education majors will use Biology 203, 204, and Physical Education 405 as their second science.*

Majors

Each candidate for a baccalaureate degree must choose a major field of concentration. This selection should be made before entering the Junior year. Registration of the intention to major with a particular department is required. A request is submitted to the chairman of the department. If the request is approved, this information is communicated to the office of the Academic Dean.

The academic counseling of all declared majors within a department is the responsibility of the chairman. This responsibility may be delegated to any faculty member within that department for that period of time which best serves the interest of the student.

The student who wishes to choose a different major field of concentration must receive the joint approval of the departmental chairmen concerned and the Academic Dean.

A student may be declared to have a double Major by meeting the requirements of a primary Major plus 30 hours in a secondary field as approved by the departmental chairman of the secondary Major. The two Majors would be mutually supportive or complementary as the case might be, but no course may be counted in both Majors. A student graduating with a double Major would receive only one degree, that of the primary Major.

Supportive Studies, Complementary and Free Electives

Supportive Studies, in general, are courses chosen by the student in consultation with the faculty adviser which are closely related to, but not identical with, the Major. The purpose of these courses is to give a broad base of support to the student's Major or professional preparation. These courses may be taken from more than one area.

Complementary Electives are selected in the same manner as Supportive Studies. They are chosen from areas not closely related to the student's Major, and are intended to give breadth to the total academic experience.

The student is at liberty to select Free Electives from any field of study.

Freshmen and Sophomores who are uncertain about their major field of study may follow the program listed below during their first two years

Freshman

First Semester	*Semester Hours*	*Second Semester*	*Semester Hours*
English 101	3	English 102	3
Foreign Language	3	Foreign Language	3
History 101	3	History 102	3
Mathematics (or Fine Arts)	3	Fine Arts (or Mathematics)	3
Physical Education	1	Physical Education	1
Religion	3	Religion	3
Convocation		Convocation	
	16		16

Sophomore
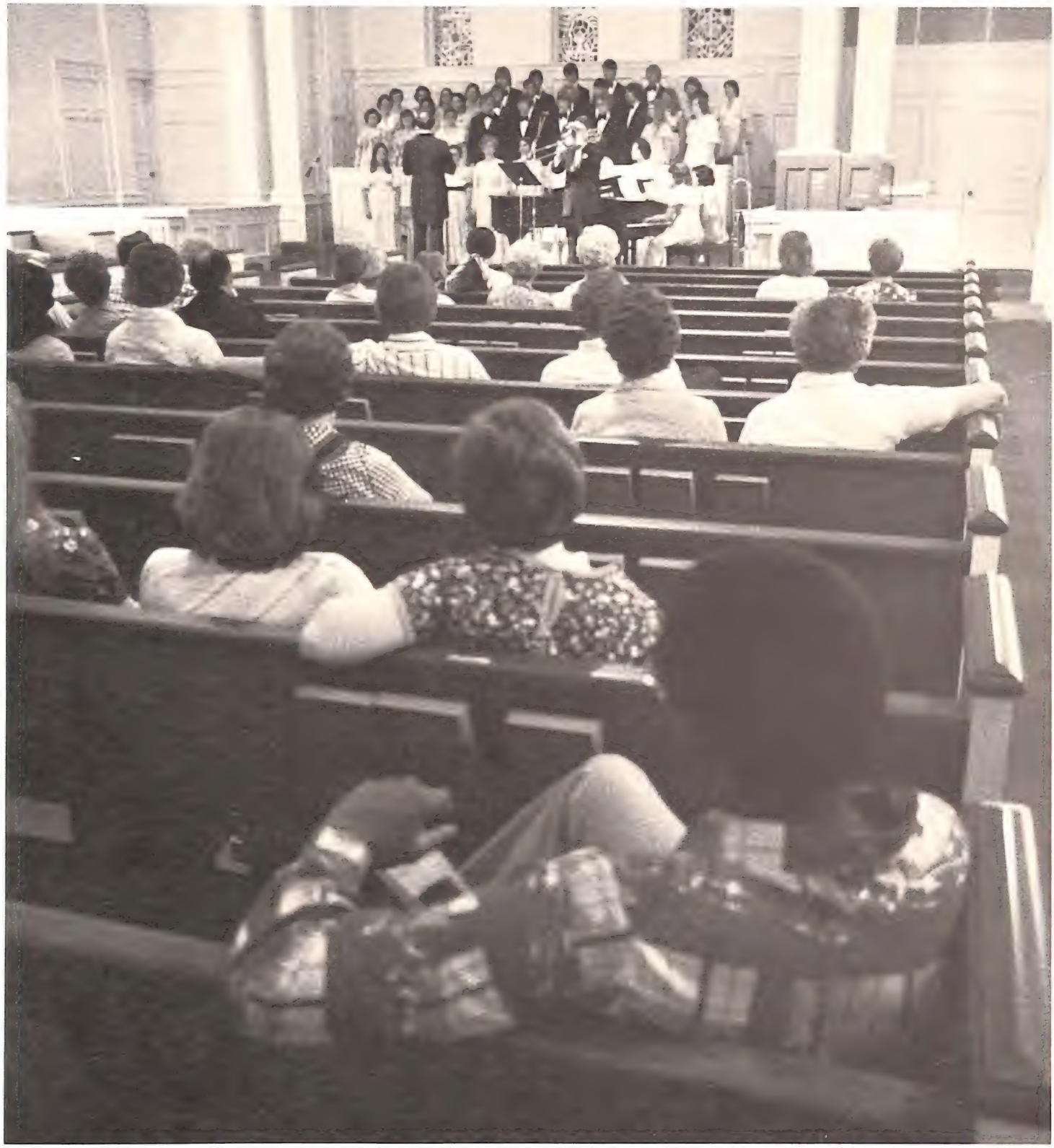
Foreign Language	3	Foreign Language	3
Natural Science	4	Natural Science	4
Social Science	3	Social Science	3
Elective	3	Elective	3
Elective	3	Elective	3
Convocation		Convocation	
	16		16

Freshmen and Sophomores intending to pursue a Major in a scientific field not offered at Gardner Webb, such as Engineering or Pharmacy, are advised to follow the two-year program listed below.

First Year	*Semester Hours*	*Second Year*	*Semester Hours*
English 101, 102	6	Biology 101, 102 or Chemistry 101, 104	8
History 101, 102	6	Select one:	6-8
Foreign Language	6	Biology 203, 204	
Biology 101, 102 or Chemistry 101, 104	8	Chemistry 201, 202	
Mathematics 111,112	6	Physics 201, 202	
Convocation	1	Mathematics 221, 222	
		Social Science Electives	6
		Foreign Language	6
		Physical Education	2
		Electives	3-6
		Convocation	1
Total	33	Total	34-35

Convocation

Each student is required to attend Convocation during each semester of enrollment at Gardner-Webb College. One semester hour of credit is given for two semesters' attendance at Convocation, and a maximum of four semester hours credit for Convocation may be applied toward the completion of the 128 hours required for graduation. Students who do not offer four hours credit for Convocation must complete the required 128 semester hours by taking additional hours credit. Three absences per semester are allowed for which the student is not accountable. Excuses for Convocation absences must be submitted to the office of the Academic Dean for approval. Excessive absences will cause the student to be subject to the loss of all academic credit for the current semester.



DEPARTMENT OF BIOLOGY, CHEMISTRY, AND GEOLOGY

Courses in Biology and Chemistry are designed to help students develop a better understanding of themselves and nature. Students majoring in this department may prepare for graduate study, for teaching, and for professional study in pharmacy, optometry, medical technology, nursing, physical therapy, agriculture, and industry.

Students who intend to study medicine, dentistry, or veterinary medicine should major in Biology or Chemistry. Since requirements for entrance to medical, dental, and veterinary schools vary, students should base their programs of study on the requirements of the specific schools in which they are interested. Consultation with a faculty advisor at Gardner-Webb is required.

Degree Requirements

The Bachelor of Science Degree With a Major in Biology

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52
Biology 101 and 102 are required and will satisfy the Natural Science requirement in Groups A and C. Chemistry 101 and 102 or 104 are also required if Group B is elected. Mathematics 111 is required and will satisfy the Mathematics requirement in Groups A and B. Mathematics 112 is also required if Group C is elected. German is the recommended Foreign Language.	
MAJOR	30
The Major requires 30 hours above Biology 101 and 102 including at least two semesters of Biology Seminar and a minimum of 8 hours of plant and 8 hours of animal biology.	
SUPPORTIVE STUDIES	15
Chemistry 101 and 102 or 104 are required if Group A or C is elected above, and Mathematics 112 is also required if Group A or B is elected. The remaining hours may be taken in the Natural Sciences and Mathematics as approved by the faculty adviser. Chemistry 201 and 202 and Physics 201 and 202 are recommended.	
COMPLEMENTARY ELECTIVES	15
These courses must be selected from area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	28-12
CONVOCATION	0-4
Total	128

Note: Nursing students may complete this degree with a minimum of 60 semester hours in addition to their required courses for the Associate in Arts degree. Nursing 101 and 102 may be counted as Supportive Studies, Nursing 290 as a Complementary Elective, and Nursing 201 and 202 as Free Electives.

The Bachelor of Science Degree With a Major in Biology With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. German is the recommended Foreign Language. Biology 101 and 102 are required and will fulfill the Natural Science requirement in Groups A and C. If Group B is elected, Geology 101 and 102 must be taken, also. The Mathematics requirement in Groups A and B must be met by taking Mathematics 111. Mathematics 112 is also required if Group C is elected.	
MAJOR	30
The Major requires 30 hours above Biology 101 and 102. These courses should be selected to include the following areas: physiology, both cellular and general, morphology, behavior, genetics, growth and development, evolution, systematics, and ecology. At least two semesters of Biology Seminar are required, and a minimum of 8 hours of plant and 8 hours of animal biology.	
SUPPORTIVE STUDIES	15-22
Chemistry 101, 102 or 104, and Education 432 are required. Geology 101 and 102 are also required if Group A or C is elected above, and Mathematics 112 is also required if Group A or B is elected. Any remaining hours may be selected from Mathematics and/or the Natural Sciences, as approved by the faculty adviser. Chemistry 201, 202, Physics 201, and 202 are recommended.	
COMPLEMENTARY REQUIREMENTS	29
Education 412, 422, 450, Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 38).	
FREE ELECTIVES	14-0
CONVOCATION	0-4
Total	128-137

The Bachelor of Science Degree With a Major in Chemistry

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52
To satisfy the natural science requirement, those electing the Chemistry major must take Chemistry 101 and 104, and those electing Group B must take Physics 201 and 202, also. The mathematics requirement must be met by taking Mathematics 111 or Mathematics 221. German is the recommended foreign language.	
MAJOR	30
The major requires 30 hours above Chemistry 101 and 104. These courses should include organic, analytical, physical and biochemistry with independent study being elective. At least two semesters of Chemistry Seminar are required.	
SUPPORTIVE STUDIES	14-18
Biology 101, Physics 201 and 202* and Mathematics 112** and 221** are required. The remaining hours may be selected from mathematics, the natural sciences, and/or data processing, as approved by the faculty adviser.	
COMPLEMENTARY ELECTIVES	15
Areas not directly related to the major, as approved by the faculty adviser.	
FREE ELECTIVES	29-9
CONVOCATION	0-4
Total	128

**Counted only in the Basic Course Requirements if Group B is elected.*

***Counted only in the Basic Course Requirements if Group C is elected. If Mathematics 221 is taken as the first mathematics course, Mathematics 113 must also be taken.*

The Bachelor of Science Degree With a Major in Chemistry With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52
The social science requirement must be taken from two of the following areas: anthropology, economics, geography, political science, and sociology. To satisfy the natural science requirement, the chemistry major must take Chemistry 101 and 104, and those electing Group B must take Physics 201 and 202, also. The mathematics requirement must be met by taking Mathematics 111 or Mathematics 221.	
MAJOR	30
The major requires 30 hours above Chemistry 101 and 104. These courses should include organic, analytical, physical and biochemistry with independent study being elective. At least two semesters of Chemistry Seminar are required.	
SUPPORTIVE STUDIES	14-18
Biology 101, Physics 201 and 202*, Mathematics 112** and 221**, and Education 432 are required. Any remaining hours may be selected from mathematics, the natural sciences and/or data processing, as approved by the faculty adviser.	
COMPLEMENTARY REQUIREMENTS	29
Education 412, 422, 450, Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 38).	
FREE ELECTIVES	15-0
CONVOCATION	0-4
Total	128-133

**Counted only in the Basic Course Requirements if Group B is elected.*

***Counted only in the Basic Course Requirements if Group C is elected. If Mathematics 221 is taken as the first mathematics course, Mathematics 113 must also be taken.*

Description of Courses

Biology

101. General Biology. An introduction to the study of biology. Topics included are the chemistry and the structure of the cell, molecular biology, evolution, genetics, reproduction, homeostasies, growth and development, and ecology. 3-2-4.*

102. General Biology. A study of representative organisms from each of the major groups, both plant and animal. 3-2-4.**

201. Invertebrate Zoology. A study of the structure, function, and taxonomy of the invertebrates. 3-3-4.

202. Vertebrate Zoology. A systematic study of the vertebrates, including morphology, physiology, taxonomy, behavior, and evolution. 3-3-4.

203, 204. Human Anatomy and Physiology. A study of the structure and functions of the human body. 2-2-3, 2-2-3.

206. Microbiology. A study of the fundamental aspects of microorganisms, with emphasis on the bacteria. 3-3-4.

207, 208. Botany. The morphology, physiology, reproduction, and ecological relationships of plants. 3-3-4, 3-3-4.

210. Identification of Trees and Shrubs. 2-4-4.

301. Genetics. A study of the principles of heredity (including molecular and population genetics), their significance in human inheritance, plant and animal breeding, and evolution. 3-0-3.

391, 392, 491, 492. Seminar. Directed reading, study, and discussion designed to re-emphasize the fundamental principles of biology, to correlate and summarize the course work of the major program and related field, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 391, 392, and Seniors in 491, 492. Required for all majors. 1-0-1, 1-0-1, 1-0-1, 1-0-1.

401. Cell Biology. The anatomy of cells, intercellular structures, tissues, and the physiological and molecular manifestations of each. 3-3-4.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

***Biology 101 and 102 or Departmental approval are prerequisite to all upper level courses.*

402. Ecology. A study of life in relationship to the environment. The ecosystem approach is emphasized. Society's self-inflicted problems, such as pollution are investigated. Much field work is done. 3-3-4.

404. Vertebrate Embryology. A study of the developmental anatomy of the vertebrate from the formation and union of germ cells to birth. Prerequisite: Biology 201-202. 3-3-4.

422. Biochemistry. (See Chemistry 422.) 3-3-4.

495, 496. Independent Study. Individual work planned to meet the need and interests of qualified students. O-Independent Study-3, O-Independent Study-3.

Chemistry

101, 102. General Chemistry. Introduction emphasizing fundamental laws and theories, atomic equilibria, nuclear and organic chemistry. Elements and compounds with periodic chart background. 3-3-4, 3-3-4.

104. General Chemistry and Qualitative Analysis. Lecture same as 102. About 75% laboratory cation-anion semi-micro procedures. Prerequisite: Chemistry 101. 3-3-4.

201, 202. Organic Chemistry. Aliphatic-aromatic series and derivatives. Laboratory involves typical compound preparations. Prerequisite: Chemistry 102 or 104. 3-3-4, 3-3-4.

301. Analytical Chemistry. Volumetric analysis stressing acid-base and redox titrations. Gravimetric analysis. Problems. Prerequisite: Chemistry 102 or 104. 2-4-4.

302. Analytical Chemistry. Analysis applied toward industry, biochemistry, ecology. Instrumentation. Problems. Prerequisite: Chemistry 301. 2-4-4.

311. Geochemistry. An in-depth study of selected chemical principles that are fundamental to understanding of elemental formation, petrogenesis, chemical oceanography, and atmospheric studies. The cyclic nature of geochemical processes is stressed. Prerequisite: Chemistry 101 and 104. 3-0-3.

391, 392, 491, 492. Chemistry Seminar. Directed reading, study, and discussion designed to re-emphasize the fundamental principles of chemistry, to correlate and summarize the course work of the major program and related field, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 391, 392, and Seniors in 491, 492. 1-0-1, 1-0-1, 1-0-1, 1-0-1.

401, 402. Physical Chemistry. Application of laws and physics and mathematics to chemistry. Kinetics and thermodynamics. Prerequisites: Mathematics 221. 3-3-4, 3-3-4.

422. Biochemistry. A discussion of the kinds of compounds found in living organisms, their biochemical reactions and significance. The laboratory work parallels the classroom study. Prerequisite: Chemistry 201. 3-3-4.

495, 496. Independent Study. Individual work planned to meet the need and interests of qualified students. 0-Independent Study-3, 0-Independent Study-3.

Geology

101. Physical Geology. A survey of the nature and origin of minerals and rocks, volcanoes, earthquakes, soil, mountains, landscape, coastal features, and the geologic work of glaciers, streams, and wind. 3-2-4.

102. Historical Geology. A survey of geologic history of the earth as told by the rocks. Emphasis will be placed on the development of life throughout geologic times. Prerequisite: Geology 101. 3-2-4.

Science Education

101. Life and Physical Science (Early Childhood and Intermediate). This course is an introduction to the Physical Sciences with emphasis on Physics and Chemistry. For Elementary Education majors only. 3-2-4.

102. Life and Physical Science (Early Childhood and Intermediate). This course is an introduction to the Earth and Biological Sciences with emphasis on Geology, Astronomy, and Biology. For Elementary Education majors only. 3-2-4.



DEPARTMENT OF BUSINESS ADMINISTRATION

The Department of Business Administration accepts candidates for the Bachelor of Science degree with concentrations in accounting, data processing, economics, management, office administration and procedures, transportation, and business education.

The major purposes of the Department are: (1) career preparation for business and office occupations, (2) to provide a foundation for continued study in graduate or professional schools, and (3) to contribute to the attainment of economic efficiency.

Degree Requirements

The Bachelor of Science Degree With a Major in Business Administration	*Semester Hours*
BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52
The Mathematics requirement must be met by taking Mathematics 103 or 3 hours of algebra. Economics 203 and 204, which are required, may satisfy the Social Science requirement.	
MAJOR	30
Business Administration 213, 214, 312, 316, 325, 411, and 412 are required except as noted below. The remaining hours may be selected according to the concentration chosen.	
SUPPORTIVE STUDIES	15
Business Education 307* and Economics 307 are required. The remaining hours may be selected according to the concentration chosen.	
COMPLEMENTARY ELECTIVES	15
Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	28-12
CONVOCATION	0-4
Total	128

**May be omitted by those students who show tested proficiency.*

Concentrations

The courses listed below are to be taken in the Major, Supportive Studies, and Free Electives to lead to the designated concentrations.

Accounting

Business Administration 313, 314, 315, 425, 435, and 450.

Data Processing

Data Processing 201, 202, 301, 302, 361, and 461.

Economics

Economics 301, 311, 315, 318, 411, 440, and 450. Business Administration 316 and 412 may be omitted in the Major.

Finance

Business Administration 330, 452, 460, Economics 301, 318, and 440.

Management

Business Administration 400, 416, 460, Economics 301, 311, and 318.

Office Administration and Procedures

Business Education 305, 306, 308, 403, 404, 405, 406, 407, and 408. Business Administration 316, 412, and Economics 307 may be omitted.

Transportation

Business Administration 305, 330, 460, Economics 303, 304, and 311.

During the freshman and sophomore years the student should complete Business Administration 213, 214, Economics 203, 204, Mathematics 103 or 3 hours of algebra, and Business Education 307.

The Bachelor of Science Degree
With a Major in Business Administration
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52
Economics 203 and 204, which are required, will satisfy the Social Science requirement. The Fine Arts requirement must be fulfilled by taking Art 207 or Music 125 if Group B or C is elected. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	
MAJOR	30
Business Administration 213, 214, 312, 316, 325, 400, 411, Economics 307, 318, and Data Processing 201 are required.	
SUPPORTIVE STUDIES	15
The concentration in Business Education requires Business Education 404, 405, 406, 407, and 408.	
The concentration in Basic Business requires Business Administration 313, 401, 412, Economics 301, and Business Education 307. (Note: Six (6) semester hours of typewriting are required to be certified to teach typewriting in North Carolina).	
COMPLIMENTARY REQUIREMENTS	35-36
The concentration in Business Education requires Business Education 403.	
For teacher certification: Education 412, 422, 432, 450, Health 221, Psychology 201, 302, 303, 6 hours of literature (see p. 38), and 3 hours from one of the following areas: Anthropology, Geography, Political Science, and Sociology.	
FREE ELECTIVES	8-0
CONVOCATION	0-4
Total	128-137

In addition to its offerings in the Baccalaureate Program, this department offers the Associate in Arts degree in the two programs set out below. These courses of study are designed for that student who desires a well-rounded two-year program suitable for an effective career in the business world. However, any courses taken in a two-year program may be applied toward the Bachelor of Science degree.

The Associate in Arts Degree
General Business

First Year

BA 213 Accounting Principles	3	BA 214 Accounting Principles	3
BA 101 Business Principles	3	ENG 102 Composition and World Literature	3
*BE 307 Typewriting	3	BA 325 Business Communications	3
ENG 101 Composition	3	Physical Education	1
Physical Education	1	Electives	6
Electives	3		
Total	16	Total	16

Second Year

BA 316 Principles of Management	3	ECO 204 Principles of Economics	3
BA 411 Business Law	3	PSY 201 General Psychology	3
BA 312 Corporation Finance	3	Religion 102 Introduction to the New Testament	3
ECO 203 Principles of Economics	3	Electives	7
Religion 101 Introduction to the Old Testament	3		
Electives	1		
Total	16	Total	16

**Business Education 307 may be omitted by those students who show tested proficiency.*

Secretarial Science

First Year

BA 101 Business Principles	3
BE 305 Shorthand	3
*BE 307 Typewriting	3
ENG 101 Composition	3
Religion 101 Introduction to the Old Testament	3
Physical Education	1
Total	16

BE 306 Shorthand	3
BE 308 Typewriting	3
ENG 102 Composition and World Literature	3
Religion 102 Introduction to the New Testament	3
Physical Education	1
Electives	3
Total	16

Second Year

BA 213 Accounting Principles	3
BA 411 Business Law	3
BE 403 Office Machines	4
BE 405 Shorthand	3
BE 407 Typewriting	3
Total	16

BA 325 Business Communications	3
BE 404 Secretarial Procedures	3
BE 406 Shorthand	3
BE 408 Typewriting	3
Electives	4
Total	16

**Business Education 307 may be omitted by those students who show tested proficiency.*

Description of Courses

Business Administration

101. Business Principles. An introductory course in the organization, functions, operations, controls, and problems of business enterprises. 3-0-3.*

203. Business Psychology. Emphasizes vocational applications of psychology. The focus is upon such areas as work adjustment, cooperation on the job, and coping with job applications and interviews. Personal values as they apply to career choices with an emphasis on leadership will be included. 3-0-3.

213, 214. Accounting Principles. Present day methods of establishing and interpreting business records and reports. 3-0-3, 3-0-3.**

305. Traffic Management. Use of transport services. Prerequisite: Economics 303. 3-0-3.

312. Corporation Finance. Principles governing financial operations and financial management of business enterprises. Prerequisite: Business Administration 214. 3-0-3.

313, 314. Intermediate Accounting. Analysis of problems and accounting principles of advanced accounting theory and application. Prerequisite: Business Administration 214. 3-0-3, 3-0-3.

315. Cost Accounting. An introduction to cost accounting and standard cost methods. Prerequisite: Business Administration 214. 3-0-3.

316. Principles of Management. Theory and practice of business organization and operations. 3-0-3.

325. Business Communications. Language skills for written and spoken communication in operations. 3-0-3.

330. General Insurance. Fundamental principles of risk and risk bearing and the insurance mechanism as a method for reducing risk and sharing losses. 3-0-3.

400. Personnel Management. Principles and practices in personnel management relating to securing, training, retaining of employees. Prerequisite: Business Administration 316. 3-0-3.

401. Administrative Office Management. Presents the principles of office management, including its functions, office automation, planning controlling, organizing, and actuating office problems. Prerequisite: Business Administration 316. 3-0-3.

403. Industrial Psychology. (See Psychology 403.) 3-0-3.

405. Computer Augmented Accounting. (See Data Processing 405.) 3-0-3.

406. Advanced Computer Augmented Accounting. (See Data Processing 406.) 3-0-3.

411. Business Law. Legal principles in contracts, agency and negotiable instruments. 3-0-3.

412. Business Law. Legal principles in bailments, sales, partnerships, corporations, and real estate. Prerequisite: Business Administration 411. 3-0-3.

415. Advanced Cost Accounting. Covers accumulation of cost data and subsequent flow information. Also, budgeting, gross profit analysis, linear programming, and cost-volume-profit-analysis are covered. 3-0-3.

416. Industrial Management. Principles and practices in the management of industrial plants covering plant location and layout, materials handling, quality control, maintenance, and production control. Prerequisite: Business Administration 316. 3-0-3.

420. Internship in Business. Prerequisite: Junior standing and Departmental approval. 0-3 months-15.

425. Federal Income Tax. Analysis of personal income tax laws. Prerequisite: Business Administration 214. 3-0-3.

426. Federal Income Tax (Advanced). A continuation of Business Administration 425, taking up United States regulations of corporate, partnership, estate, trust, gift, and social security taxes. 3-0-3.

435. Advanced Accounting. Accounting for partnerships, consignments, installment sales, insurance, receiver's accounts, and annuities. Prerequisite: Business Administration 313. 3-0-3.

450. Auditing. Principles, techniques, and procedures, and legal responsibility of auditors. Prerequisite: Business Administration 314. 3-0-3.

452. Investments. Analysis of investment securities and objectives. Prerequisite: Business Administration 214. 3-0-3.

460. Government and Business. Governmental role in business regulation. 3-0-3.

470. CPA Practice Review. Designed to study the areas of accounting that usually appear on the Practice and Theory sections of the examination for becoming a Certified Public Accountant. Special emphasis is placed on the Opinions of the Accounting Principles Board and the Statements of the Financial Standards Board. 4-0-4.

490. Seminar in Business. Prerequisite: Senior standing. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

***Business Administration 213 and 214 are prerequisites for upper level courses for Business Administration majors.*

495, 496. Independent Study. Supervised study program in a field of special interest. Prerequisite: Approval of Department Chairman and Instructor. 0-Independent Study-3, 0-Independent Study-3.

Business Education

305. Shorthand. Basic principles of Gregg Shorthand. 3-2-3.

306. Shorthand. Review basic principles with emphasis on new-matter dictation and transcription. 3-2-3.

307. Typewriting. Designed to give the student a command of the keyboard. 3-1-3.

308. Typewriting. Speed and accuracy on straight copy and production work is emphasized. 3-1-3.

403. Office Machines. Operating knowledge of the transcribing machine, adding, calculating, and posting machines. Prerequisite: Business Education 307, 308, or the equivalent. 3-3-4.

404. Secretarial Procedures. Acquaints the student with secretarial duties in the office, including human relations, correspondence responsibilities, transmittal services, receptionist and telephone techniques, and filing procedures. Prerequisite: Business Education 308. Offered second semester. 3-0-3.

405, 406. Shorthand. Review of all shorthand theory and mechanics of grammar. Emphasis on ability to take dictation and transcribe in an acceptable form. Prerequisite: Business Education 306 or two semesters of shorthand. 3-2-3, 3-2-3.

407, 408. Typewriting. Designed to increase speed and improve efficiency in production work and straight copy. Prerequisite: Business Education 308. 3-1-3, 3-1-3.

Data Processing

201. Basic Computer Systems Principles – Part I. This course is designed to acquaint the student with the basic components that make up a computer system and what each component contributes to the overall operation of such a system. The student will learn about the special codes in which data is represented inside computers as it is read in, stored, processed, and put out. The student learns what a data processing problem is, what constitutes a "solution" to such a problem, and how to use certain special tools associated with solving data processing problems. 3-0-3.

202. Basic Computer Systems Principles – Part II. A continuation of Data Processing 201 with special attention given to third and fourth generation hardware and software. The student will be introduced to three widely used programming languages: FORTRAN, COBOL, and RPG. Business applications of the computer will be stressed (and the systems analysis underlying these applications) rather than scientific uses. Prerequisite: Data Processing 201. 3-0-3.

301. RPG Computer Programming – Part I. This course is designed to help students to create programs utilizing Report Program Generator Language and to determine the extent to which RPG may be helpful in business installations. Upon successful completion of the course, the student is able to:

1. Code Specifications sheets.
2. Produce a spacing chart of any output report and/or summary records to be generated.
3. Select the coding approach that will result in the fewest generated program instructions.
4. Create the control cards required for the assembling and running of the RPG Program.

Prerequisite: Data Processing 201 and 202 or permission of Chairman of department. Laboratory fee. 3-3-4.

302. RPG Computer Programming – Part II. A continuation of Data Processing 301 with special attention given to more advanced business and mathematical problems. The student learns to work with zero suppression, decimal alignment, and editing of a field. The student is assigned laboratory problems and one project. Prerequisite: Data Processing 301 or permission of Chairman of department. Laboratory fee. 3-3-4.

305. FORTRAN. Computer Programming – Part I. Basic FORTRAN programming followed by applications using the computer to approximate integrals, to solve equations, systems of equations, and differential equations. Prerequisites: Mathematics 111, 112, and Data Processing 201, 202, or permission of Chairman of department. Laboratory fee. 3-3-4.

341. Computer Systems Fundamentals. In this course, the student will learn how to use the computer as a tool for solving problems. The student will learn that the problem has to be analyzed and fed into the computer in a certain way before the computer can begin solving it. The student learns standard techniques and procedures for reducing the data processing problem to a form that the computer can handle. Prerequisite: Data Processing 201 and 202 or permission of Chairman of department. 3-0-3.

361. COBOL Computer Programming – Part I. This course is designed to help students to create programs utilizing the COBOL compiler and to determine the best possible solution to a given problem using many alternatives. Attention is given to basic programming concepts, flowcharting, documentation, addition, subtraction, multiplication, division, compute statements, final totals, comparing, condition names, heading-print overflow, minor totals, intermediate totals, major totals, and table lookup. Prerequisite: Data Processing 201 and 202 or permission of Chairman of department. Laboratory fee. 3-3-4.

405. Computer Augmented Accounting. A course designed to introduce the student to the problem-solving capacity of the computer. The student, with no prior knowledge of programming, will call upon programs to journalize, post, and prepare reports. Prerequisite: Business Administration 214. 3-0-3.

406. Advanced Computer Augmented Accounting. A course that describes in simple and basic terms how the FORTRAN IV language may be used in the application of the computer to solve accounting and business problems. Prerequisite: Data Processing 405. 3-0-3.

421. PL/1 Computer Programming – Part I. The course is designed to acquaint the student with programming instruction, computer languages, writing a program, flow charting, paper tape, magnetic tape, and types of systems. The student learns the fundamentals of assignment statements, basic control statements, executable statements, non-executable statments, input, output, array expressions, attributes, block structure, operators, character sets and program definition. Prerequisite: Data Processing 201 and 202 or permission of Chairman of department. Laboratory fee. 3-3-4.

461. COBOL Computer Programming – Part II. A continuation of Data Processing 361 with special attention given to more advanced business problems. The student will learn to work with magnetic tape sequential processing, sequential updating, indexed sequential access method, direct-access devices, indexed sequential access method-sequential retrieval, random updating, COBOL subroutines, overlays, binary search table lookup, and program writing techniques. Prerequisite: Data Processing 361. Laboratory fee. 3-3-4.

Economics

200. Free Enterprise Economics. Analysis of individual units and overall aspects of the Free Enterprise System. For *non-Business Administration* majors only. 3-0-3.

203. Principles of Economics. Theory of national income. 3-0-3.

204. Principles of Economics. Theories of market and market adjustments. Prerequisite: Economics 203. 3-0-3.

301. Money and Banking. Basic theories and analyses of money value and control. Prerequisites: Business Administration 214 and Economics 203-204. 3-0-3.

303. Economics of Transportation. Analysis of the function of transportation in business. Prerequisite: Economics 203-204. 3-0-3.

304. Motor Freight Transportation. Attention is given to business, social, and urban aspects of highway and automotive development. Prerequisite: Economics 303. 3-0-3.

307. Economic Statistics. Statistical methods as applied to economic and business data. Prerequisite: Mathematics 103 or 112. 3-0-3.

311. Labor Economics. Analysis of the labor market as affecting business and society. Prerequisite: Economics 203-204. 3-0-3.

315. Development of Economic Thought. Study and influence of the major schools of thought. Prerequisite: Economics 203-204. 3-0-3.

318. Marketing. A comprehensive analysis of the marketing system and the marketing process. Prerequisite: Economics 203-204. 3-0-3.

411. Comparative Economic Systems. Analysis of the major economic systems. Prerequisite: Economics 203-204. 3-0-3.

440. Public Finance. Examination of governmental expenditures, sources of revenue, public credit, taxation, and fiscal policy. Prerequisite: Economics 203-204. 3-0-3.

450. International Trade. A study of the history and mechanisms of international trade. Prerequisite: Economics 318. 3-0-3.

460. Government and Business. (See Business Administration 460.) 3-0-3.

490. Seminar in Economics. Prerequisite: Senior standing. 3-0-3.

495, 496. Independent Study. Supervised study program in a field of special interest. Prerequisite: Approval of Department Chairman and Instructor. 0-Independent Study-3, 0-Independent Study-3.



DEPARTMENT OF EDUCATION

The Department of Education has as its primary responsibility the preparation of young men and women as elementary teachers, secondary teachers, and teachers in the special subject areas. Teacher training is recognized throughout the college as one of the important functions of the institution.

Within the framework of the liberal arts and sciences curricula, the Department of Education offers programs in early childhood (K-3), intermediate (4-9), and secondary education (9-12), which fulfill the requirements for a North Carolina Class A Certificate. The Department also offers a variety of courses that may be taken by career teachers for certificate renewal or self improvement. Specific emphasis is given to competency based experiences that will enable the prospective teacher to relate theory to practice through: (1) the understanding of human growth and behavior, (2) the promotion of professional and moral development, (3) an increased awareness of the duties and responsibilities of teaching, and (4) the preparation of the prospective teacher to become an integral, contributing member of the community.

Teacher Education

Specific characteristics of the Teacher Education Program are:

1. Students are provided a variety of experiences during the freshman and sophomore years that enable them to make valid career choices relative to teaching.
2. Developmental laboratory experiences in area public schools are provided throughout the program.
3. Low faculty-student ratio enables the prospective teacher to receive personalized instruction and guidance.
4. Student teaching experiences are provided in a variety of settings including traditional self-contained classroom, open classroom, team teaching, and inter-institutional teaming of student teachers.
5. Specific emphasis is given to helping the prospective teacher develop the competencies needed to individually personalize instruction.
6. A post-student teaching follow-up is provided for each student.
7. Department of Education faculty assist the Placement Office in helping the prospective teacher locate suitable employment. Each student must file with the Placement Office during the first semester of the senior year.
8. The very active college chapter of the Student National Education Association provides a variety of opportunities for students to develop professional skills and relationships.

Students who plan to become teachers need to be aware of the following essential differences between the state certification requirements and the Basic Course Requirements of the college.

1. Two literature courses must be taken in addition to the basic requirement in English. The student's course of study should include English, American, and nonwestern Literature.
2. Health 221 (Personal and Community Health) is required of all prospective teachers in addition to the Physical Education requirement.
3. The six-hour Social Science elective must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology.
4. Art 207 (Art Appreciation) or Music 125 (Music Appreciation) is required to satisfy the Fine Arts requirement for prospective secondary teachers who elect Group B or C.

Each Student who plans to seek teacher certification must file two applications with the Department of Education.

1. The Application for Admission to the Teacher Education Curriculum should be submitted by the beginning of the sophomore year.
2. The Application for the Student Teaching Program must be submitted by February 1 of the junior year. A fee is charged for late application.

The Teacher Education Committee is charged with the responsibility of processing all applications. To be admitted to the Teacher Education Curriculum, the student must meet the following requirements:

1. Be recommended by the department in which he or she is majoring.
2. Satisfactorily complete tests, including the STEP tests, as required by the Teacher Education Committee. (These tests, except the speech test, are given during orientation week and should be taken at the beginning of the student's sophomore year.)
3. Have exhibited good citizenship.
4. Have attained and maintained the following minimum Quality Point Ratios for the attempted hours indicated.
   1) 1-29 hours — 1.5 QPR
   2) 30-59 hours — 1.8 QPR
   3) 60 hours and above — 2.0 QPR
5. Show promise of success as a future teacher.

To be eligible for acceptance in the Student Teaching Program, the student must meet the following requirements:

1. Have been admitted to a teacher education curriculum by the Teacher Education Committee.
2. Be eligible for graduation in May or August following completion of the Program.
3. Have achieved a cumulative grade point average of 2.0 at the time of making application to the Program.
4. Be recommended by the department in which he or she is majoring.
5. Present a certification of health clearance on the form provided by the Department of Education.
6. Have demonstrated professional interest in the field of education.

Formal approval will not be granted until all requirements have been met.

Each student must take the National Teacher Examinations.

To be recommended to the State Department of Public Instruction for teacher certification, the student must have completed all requirements for graduation from the college.

Degree Requirements

The Bachelor of Science Degree With A Major in Early Childhood Education

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52
Art 301, History 201, 202, Mathematics 203, Science Education 101 and 102 are required and will satisfy 20 hours of the Basic Course Requirements.	
MAJOR (Professional Educational)	30
Education 210, 310, 320, 345, 410, 420, 430, 450, and Education 230 or 312 are required.	
SUPPORTIVE STUDIES (Required Subject Matter)	22
Art 302, Geography 101, Health 320, Music 345, 346, Physical Education 301, Political Science 202, and Sociology 320.	
COMPLEMENTARY REQUIREMENTS	17
Health 221, Psychology 201, 301, 303, and 6 hours of literature	
FREE ELECTIVES	19-3
CONVOCATION	0-4
Total	128

The Bachelor of Science With a Major in Intermediate Education

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52
Art 301, Geography 101 (or Political Science 202), Mathematics 203, Science Education 101, 102, and Sociology 320 are required and will satisfy 20 hours of the Basic Course Requirements.	
MAJOR (Professional and General Education)	30
Education 212, 310, 322, 340, 410, 420, 431, 450, and Education 230 or 314 are required.	
SUPPORTIVE STUDIES (First Academic Concentration)	12-0
An academic concentration of at least 18 hours is required from one of the following: Health Education and Physical Education, Mathematics, Music, or Natural Science; or 24 hours from Language Arts or Social Science. Courses counted in the Basic Course Requirements, the Major, and Complementary Requirements will also count toward the concentration.	
COMPLIMENTARY REQUIREMENTS	27
Health 221, 320, Mathematics 204, Music 345, Physical Education 301, Psychology 201, 302, 303, and 6 hours of literature (see p. 38).	
FREE ELECTIVES	31-3
A second academic concentration is recommended	
CONVOCATION	0-4
Total	128

The Bachelor's Degree With Preparation for Secondary (9-12) Teacher Certification

(See the department of interest)

Description of Courses

101. Communication Skills. A course for the Gardner-Webb student who has a problem in reading great enough to interfere with college work. 2-2-3.*

200. Orientation to Teaching. Recommended for all sophomores who plan to teach on the K-3 or 4-9 level. Designed to help the student determine whether to choose teaching as a vocation. 1-1-1.

210. Reading (K-3). Involves the teaching of reading and related language arts from the kindergarten through the third grade. 3-0-3.

212. Reading (4-9). Involves the teaching of reading and related language arts in the intermediate grades. 3-0-3.

230. Language Arts in the Elementary School. Planning, teaching, and evaluating of language arts in the elementary school. 3-0-3.

304. Mathematics in the Elementary School. A practicum with major emphasis on the planning, teaching, and evaluating of mathematics in the elementary school. 2-2-3.

310. Materials and Media. Teaches educational equipment operation and the preparation, utilization, and evaluation of teaching aids and materials. 3-0-3.

312. Practicum in Reading (K-3). Provides experience for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the K-3 level. Prerequisite: Education 210. 1-4-3.

314. Practicum in Reading (4-9). Provides experiences for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the 4-9 level. Prerequisite: Education 212. 1-4-3.

320. Children's Literature (K-3) A critical study of classical and current books and materials for children on the K-3 level. Recommended prerequisite: Education 210. 3-0-3.

322. Children's Literature (4-9). A critical study of classical and current books and materials for children on the 4-9 level. Recommended prerequisite: Education 212. 3-0-3.

340. Middle School Curriculum. A study of the trends and organization of the curriculum with emphasis on design, implementation, and evaluation of experiences appropriate for the transescent learner. 3-1-3.

345. Early Childhood Curriculum. A study of the design, implementation, and evaluation of child-centered experiences appropriate for the learner enrolled in a nursery, kindergarten, or primary education setting. 3-1-3.

410. Social Foundations of Education. A study of the social, cultural, and philosophical influences upon the development of the child on the elementary level, 3-0-3.

412. Social Foundations of Education. A study of the social, cultural, and philosophical influences upon the development of the child on the secondary school level. 3-0-3.

420. History and Philosophy of American Education. A study of the origin and development of education in the United States for the elementary level. 3-0-3.

422. History and Philosophy of American Education. A study of the origin and development of education in the United States for the secondary level. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

430. Methods of Teaching (K-3). Provides an understanding and application of the use of materials and teaching methods. Laboratory experience in area schools on the K-3 level is required. 2-3-3.

431. Methods of Teaching (4-9). Provides an understanding and application of the use of materials and teaching methods. Laboratory experience in area schools on the 4-9 level is required. 2-3-3.

432. Methods of Teaching (Secondary). Provides an understanding and application of the use of materials and teaching methods. Laboratory experience in area schools on the secondary level is required. 3-1-3.

450. Student Teaching. An eight-week period of full-time supervised teaching at the appropriate level designed to provide the complete range of teacher's work and its interlocking relationships. 0-90 or more (total) -6.

455. Supervising of Student Teachers. Designed to provide the public school teacher with means to supervise the student teacher. Includes what the student teacher expects of the school and the supervising teacher and what they in turn may expect of the student teacher. 3-0-3.

495, 496. Independent Study. Individual study of a special subject under the guidance of an instructor whose speciality is appropriate. Prerequisite: Approval of Department Chairman and Instructor. 0-Independent Study-3, 0-Independent Study-3.

Sign Language 101. Manual Communication. 3-0-3.



DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

The objectives of the English Department are to enable the student:

1. To think and write maturely and to follow a reading program designed toward that end.
2. To study literature as an expression of the ideas and emotions of great writers, and to develop a keen, critical appreciation of the form that expression takes.
3. To enjoy life culturally and more fully as a result of literary experience.
4. To integrate study with world thought in order to comprehend and shape the contemporary scene.

Degree Requirements

The Bachelor of Arts Degree With a Major in English

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A)	40-52
MAJOR	30
After English 101, 102, any ten courses, but must include English 402, two additional courses in British literature, and any two courses in American literature.	
SUPPORTIVE STUDIES	15
Select from the following: Any course(s) in Speech; Theatre Arts; upper-level foreign language courses or a new foreign language beyond the Basic Course Requirement; Religion 302, 322, 323, 324; History 310, 312, 318, 322, 323, 337, 338; Philosophy 301; Greek 300, Latin 301, Hebrew 303. For others, consult adviser.	
COMPLEMENTARY STUDIES	15
Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	28-12
CONVOCATION	0-4
Total	128

The Bachelor of Arts Degree With a Major in English With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A)	40-52
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	
MAJOR	33
After English 101, 102 (counted in the Basic Course Requirements), eleven courses, including English 244, 301[1], 351[2], 353, 362, and 402. Of the remaining five courses, two must be British; two American; and one a choice between British and American.	
SUPPORTIVE STUDIES	15
Education 412, 422, 432, and 450[3], or select from the following: Any course(s) in Speech; Theatre Arts; upper-level foreign language courses or a new foreign language beyond the Basic Course Requirement; Religion 302, 322, 323, 324; History 310, 312, 318, 322, 323, 337, 338; Philosophy 301; Greek 300, Latin 301, Hebrew 303. For others, consult adviser.	
COMPLEMENTARY REQUIREMENTS	11
Health 221 and Psychology 201, 302, and 303.	
COMPLEMENTARY ELECTIVES	15-6
Education 412, 422, 432, and 450[3], or any elected area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	26-1
CONVOCATION	0-4
Total	128

[1]*Offered only in even-numbered full semesters; alternates with 351.*
[2]*Offered only in odd-numbered full semesters; alternates with 301.*
[3]*The Education Block Program is required and may be supportive or complementary, depending on the student's academic interests.*

Description of Courses

100. College Review of Grammar. Audio-tutorial programs: English Modular Mini-Courses. Individualized instruction through cassettes and response manuals. 3-1-3.*

101. Composition. Rhetoric, selected reading, mechanics as required. 3-0-3.

102. Composition and World Literature. Composition based upon themes and structure of significant world literature, ancient and modern, and including some non-western work(s). Prerequisite: English 101. 3-0-3.**

231. English Literature Survey. Representative writers from major literary periods to the present. 3-0-3.

232. American Literature Survey. Representative writers from the beginning to the present. 3-0-3.

234. Black Literature. A study of black literature in America from Phyllis Wheatley to James Baldwin. Emphasis on Harlem Renaissance Writers, Richard Wright, Ralph Ellison, and later militant authors. 3-0-3.

235. Southern Literature. A study of selected works from Southern writers between William Byrd and Robert Penn Warren, including Edgar Allen Poe, Booker T. Washington, William Sydney Porter, Eudora Welty, Carson McCullers, Flannery O'Connor, and William Faulkner. 3-0-3.

244. World Literature. Masterpieces of world literature, excluding English and American; includes ancient and modern. 3-0-3.

306. American Renaissance. The age of Irving, Poe, Hawthorne, Melville, Emerson, Longfellow. 3-0-3.

307. Late Nineteenth Century American Literature. Beginning with Walt Whitman, the course includes poetry, fiction, and other prose of such writers as Mark Twain, Emily Dickinson, Stephen Crane, and Henry James. 3-0-3.

308. Twentieth Century British Literature. A study of the works of modern British writers such as James Joyce, D. H. Lawrence, Dylan Thomas and Graham Green. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

***English 101 and 102 are prerequisite to all upper-level courses.*

309. Twentieth Century American Literature. A study of the works of representative modern writers such as Ernest Hemingway, William Faulkner, Robert Frost, Theodore Roethke, and Truman Capote. 3-0-3.

310. The American Novel from 1950 to the Present. Designed for majors and non-majors alike, the course surveys such modern authors as Saul Bellow, Joseph Heller, John Updike, Eudora Welty, and Vladimir Nabokov. 3-0-3.

311. Medieval Literature. Includes *Beowulf* and other Anglo-Saxon achievements, medieval drama, romance, poetry; the language of Chaucer and his *Canterbury Tales*. 3-0-3.

312. American Folklore. A study of the major genres of folklore in the United States, some field work in area folklore. 3-0-3.

315. Renaissance Literature. Poetry, drama, and selected prose of Shakespeare's contemporaries. 3-0-3.

316. The Age of Milton. Major poets and selected prose, with emphasis on *Paradise Lost*. 3-0-3.

318. Eighteenth Century Literature. Selected poetry, essays, novels, and drama; includes Pope, Swift, Johnson, Goldsmith. 3-0-3.

321. Romantic Literature. Major poetry of Wordsworth, Coleridge, Byron, Keats, Shelley, others, selected prose. 3-0-3.

322. Victorian Literature. Poetry of Browning, Tennyson, Arnold, others; selected prose. 3-0-3.

343. The English Novel. Representative authors and types from the beginning to the present. 3-0-3.

351. Literary Criticism. Major critical approaches from Aristotle to the present. 3-0-3.

353. Development and Structure of the English Language. Origin, history; Morphology and phonology; discussion of grammars and introduction to transformational grammar. 3-0-3.

362. Advanced Writing. Advanced composition and creative writing, as the student's interests dictate. Recommended for elementary and secondary teachers. 3-0-3.

402. Shakespeare. Approximately ten representative plays. 3-0-3.

*491. Seminar in American Literature.** Subjects change as needed and desired. Typical topics: Southern Literature; Contemporary Jewish and Negro American Writers; Naturalism, Faulkner. 3-0-3.

*492. Seminar in English Literature.** Subjects change as needed and desired. Typical topics: Humanism, Prosody. 3-0-3.

495, 496. Independent Study. Individual study of special subject under guidance of instructor in whose specialization topic lies. Work may be taken for Honors notation on transcript. Application by request in semester prior to study, subject to Departmental approval. 0-Independent Study-3, 0-Independent Study-3.

**A student may take no more than two seminars without Departmental approval.*

Note on Course Numbers: For all courses above 300, odd-numbered courses generally occur in the fall and even-numbered courses in the spring. Students planning to teach should plan ahead so as to allow for the Student Teaching Program in the spring semester of their senior year.



DEPARTMENT OF FINE ARTS

The Department of Fine Arts offers courses in Art, Music, Theatre Arts, and Speech. Its objectives are: (1) to stimulate a greater interest in and understanding of these areas not only for the student but the community as well, (2) to provide an opportunity to engage in creative activity as either spectator or participant, and (3) to offer courses of interest for all students and of the specialization for the major.

Degree Requirements

The Bachelor of Arts Degree With a Major in Music

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A)	40-52

The Fine Arts requirement must be met by taking Music 226. Students seeking teacher certification must satisfy the Social Science requirement by selecting courses from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.

Students interested in Sacred Music must meet the Social Science requirement by taking 6 hours of Psychology selected from 201, 206, 301, 302, 310, or 374.

MAJOR	30

Applied Major, 12 hours; Music 105, 106, 205, 206, 305 and 306. Each Music major is required to participate in a performing group each semester while enrolled as a Music major.

SUPPORTIVE STUDIES	17-23

Applied Minor, 4 hours; Music 325, 326, 445, 446, 447, and 3 hours from Music 349, 455, 457, and 459.

Liberal Arts Music majors will add ONE of the following for 6 hours:

Performance Option: 6 hours of Applied Major (culminating in a Junior Recital of at least one-half hour in length; and a Senior Recital one full hour in length. In addition, the student will prepare a 20 minute audition during the Sophomore year for admission to Junior status in this option.)

Treatise Option: 6 hours of Independent Study (culminating in a definitive document to be defended before the entire music faculty. No recital will be required, but an Applied Major will be studied as indicated above.)

COMPLEMENTARY STUDIES	15-36

Select one of the following:

15 hours from courses not directly related to the Major, as approved by the faculty adviser. Suggested areas are: Secretarial Science, Religious Education, Art, Theatre Arts and Speech, etc.

For teacher certification: Education 412, 422, 450, Health 221, Literature (6 hours; see p. 38), Music 245, 247, 248, 347, 348, Psychology 201, 303, and one of the following: 206, 301, or 302. Total: 36 hours.

For Sacred Music concentration: Music 347, 348, 457 (if not elected in Supportive Studies above), 465, 466, 467, Religion 241, Religious Education 373, and one course in Psychology selected from 301, 302, 303 and 374 not already taken in Basic Course Requirements. Total: 20-23 hours.

FREE ELECTIVES	20-0
CONVOCATION	0-4
Total	128-139

Piano Proficiency Examination. Each Music major will be expected to pass a piano proficiency exam as an integral part of the overall degree requirements; four hours of an applied minor have been set aside in the curriculum for this purpose. The student who does not achieve the desired proficiency at the end of four semesters will be expected to enroll in piano for credit until such proficiency is acquired. Details as to the specific requirements of the piano proficiency examination may be obtained from the Chairman of Department of Fine Arts.

No student will be permitted to enroll in the Block Program of professional education courses for teacher certification until satisfactorily passing this examination.

Students interested in Sacred Music should be aware of the following:

While participation in a performance group is required each semester of full-time enrollment, at least four semesters must be in a choral organization.

The applied major is to be chosen from organ, piano or voice.

The applied minor in the Supportive Studies is to be 6 semester hours; these are to be elected as follows: for organ majors; 4 hours of voice and 2 hours of piano, or 6 hours of voice; for piano majors: 4 hours of voice and 2 hours of organ; for voice majors; 4 hours of piano and 2 hours of applied elective. Application is to be made with the Department of Fine Arts the semester prior to enrollment in the Administration of Religious Music Programs and Field Work in Sacred Music. To be admitted the student must: be recommended by the Department; have exhibited good Christian character and citizenship; be in good standing academically according to the college retention policy; and have demonstrated genuine interest in the field of church music.

Art

The Department of Fine Arts offers courses in art appreciation to fulfill the liberal arts philosophy of a well-rounded student. These courses are designed to give the student an intelligent appreciation and understanding of the great works of art and of the great creative minds that shaped western civilization. In addition to art appreciation, courses are offered in applied art for teacher certification and for election.

Description of Courses

203. Introduction to Applied Art. A study of the underlying principles basic to all forms of visual organizations. Experiments with technique and materials to develop creative concepts of the visual vocabulary of color, line, texture, plane and volume, value and space. 1-4-3.*

205. Crafts. An introduction to craftwork. This includes projects in studio work in handicrafts and consisting of sculpture ceramic, carving, mosaics, leather craft, rug hooking, mat weaving, metal enameling, etc. 0-6-3.

207. Art Appreciation. A survey of the field of art designed to give the student an intelligent appreciation and understanding of the great works of art and great creative minds that shaped Western civilization. 3-0-3.

301. Art Skills and Appreciation. The course will consist of two studio hours in skills appropriate for elementary school. The studio hours will be complemented by two hours of lecture in art appreciation. 2-2-3.

302. Art Education Materials (Skills). This course consists of three studio hours of art skills appropriate for the early childhood grades. The studio hours will be complemented by one hour of lecture pertaining to the creative development of early childhood. 1-3-3.

304. Basic Drawing and Painting. Practice in drawing and painting and the study of composition, light and shadow relationships, and the rendering of texture and form. Media: charcoal, oil, gouache, and water-color. Prerequisite: Art 203. 0-6-3.

305. Arts and Crafts in the Elementary School. Exploration into the functional use of art and craft materials, techniques and projects appropriate for elementary grades. 2-2-3.

306. Sculpture. A study of the elements of three dimensional form using clay, plaster and wood as a means of expression. The course will include techniques and practice in modeling, casting and carving. 0-6-3.

308. Ceramics. An introduction to ceramics with techniques and practice in pinch pot, slab and coil-building methods. The course includes practice in decorating, glazing and firing. 0-6-3.

309. Technical Problems in Ceramics. This course is designed for art and industrial art majors and is concerned with the technical problems involved in making ceramics. 1-4-3.

400. Modern Art History. A survey of creative activity in the Western world from neo-classic to contemporary art. 3-0-3.

495. Independent Study. A specialized course for elementary teachers. The student selects individual projects or problems in one area from painting, sculpture and ceramics. Admission on approval of Chairman. 0-6-3.

Music

Courses are offered in the field of music to train the student in the essentials of musicianship; to guide the student in the integration of the art of music with the art of living; to coordinate the musical activities of the student in order that both sacred and secular music may be maintained at a high standard of quality; and to prepare the student for graduate or professional training, a teaching career, or the ministry of music in churches.

The Opera Workshop was begun for interested students in the fall of 1969. The laboratory in operatic training is so organized as to permit the young singer to progress from small parts through work in Chamber Opera to larger roles in standard works.

Key to numbering of courses in Music:

The first digit denotes the level of study: 0-Preparatory; 1-Freshman; 2-Sophomore; 3-Junior; 4-Senior. The second digit identifies the area of study: 0-Music Theory; 2-Music History and Literature; 4 and 5-Music Education; 6-Sacred Music; 7 and 8-Performance Groups. The third digit designates the semester in which the course is usually offered: Odd numbers for the fall semester and even numbers for the spring semester. However, there are some courses that are offered each semester.

In addition, the second digit for all applied music course numbers signifies the medium of performance: 0-Piano; 1-Voice; 2-Organ; 3-Brass; 4-Woodwinds; 5-Strings; 6-Percussion. The third digit indicates the amount of credit earned in applied music; one hour credit if the course number ends in 1; two hours credit if the course number ends in 2; three hours credit if the course number ends in 3; four hours credit if the course number ends in 4.

Description of Courses

Applied Music

Piano

001. Preparatory Piano ½-3-0.*
002. Preparatory Piano. 1-6-0.
101. Lower Division Piano. ½-3-1.
102. Lower Division Piano. 1-6-2.
301. Upper Division Piano. ½-3-1.
302. Upper Division Piano. 1-6-2.
303. Upper Division Piano. 1-9-3.
304. Upper Division Piano. 1-12-4.

Voice:

011. Preparatory Voice. ½-3-0.
012. Preparatory Voice. 1-6-0.
111. Lower Division Voice. ½-3-1.
112. Lower Division Voice. 1-6-2.
311. Upper Division Voice. ½-3-1.
312. Upper Division Voice. 1-6-2.
313. Upper Division Voice. 1-9-3.
314. Upper Division Voice. 1-12-4.

Organ:

021. Preparatory Organ. ½-3-0.
022. Preparatory Organ. 1-6-0.
121. Lower Division Organ. ½-3-1.
122. Lower Division Organ 1-6-2.
321. Upper Division Organ. ½-3-1.
322. Upper Division Organ. 1-6-2.
323. Upper Division Organ. 1-9-3.
324. Upper Division Organ. 1-12-4.

Brass:

031. Preparatory Brass. ½-3-0.
032. Preparatory Brass. 1-6-0.
131. Lower Division Brass. ½-3-1.
132. Lower Division Brass. 1-6-2.
331. Upper Division Brass. ½-3-1.
332. Upper Division Brass. 1-6-2.
333. Upper Division Brass. 1-9-3.
334. Upper Division Brass. 1-12-4.

Woodwinds:

041. Preparatory Woodwinds. ½-3-0.
042. Preparatory Woodwinds. 1-6-0.
141. Lower Division Woodwinds. ½-3-1.
142. Lower Division Woodwinds. 1-6-2.
341. Upper Division Woodwinds. ½-3-1.
342. Upper Division Woodwinds. 1-6-2.
343. Upper Division Woodwinds. 1-9-3.
344. Upper Division Woodwinds. 1-12-4.

Strings:

051. Preparatory Strings. ½-3-0.
052. Preparatory Strings. 1-6-0.
151. Lower Division Strings. ½-3-1.
152. Lower Division Strings. 1-6-2.
351. Upper Division Strings. ½-3-1.
352. Upper Division Strings. 1-6-2.
353. Upper Division Strings. 1-9-3.
354. Upper Division Strings. 1-12-4.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

Percussion:
061. Preparatory Percussion. ½-3-0.
062. Preparatory Percussion. 1-6-0.
161. Lower Division Percussion. ½-3-1.
162. Lower Division Percussion. 1-6-2.
361. Upper Division Percussion. ½-3-1.
362. Upper Division Percussion. 1-6-2.
363. Upper Division Percussion. 1-9-3.
364. Upper Division Percussion. 1-12-4.

Music Theory

105, 106. First Year Theory. Introduces primary and secondary triads, four-part writing procedures with suitable ear training, sight singing, and keyboard assignments. Covers various aspects of musical form such as melody, tension and relaxation, and phrase structures through simple part forms. 3-2-4, 3-2-4.

205, 206. Second Year Theory. The integrated study of chromatic harmony and modulation to all keys. A continuation of areas begun in First Year Theory with additional emphasis on analysis and composition in smaller forms. 2-2-3, 2-2-3.

305, 306. Third Year Theory. Further examination of linear writing and combination of contrapuntal voices. Music score studies in larger structural forms as rondo, variation, sonata, etc., through the twentieth century with harmonic analysis in all periods of music history. 2-0-2, 2-0-2.

Music History and Literature

125. Music Appreciation. A course in the elements of music and music literature for the non-Music major, with special emphasis on listening and the ability to recognize themes from various compositions. Some concert attendance will be required. 3-0-3.

225. European Music Study Tour. Emphasizes the history of European music and its cultural environment through travel to major historical European music centers; papers, lecture attendance, and European concert attendance will be required. 3-½-3.

226. Music Literature. An introductory listening course for the Music major leading to the study of the history of music. 3-0-3.

325, 326. Music History I, II. A study of the history of Western music, from its beginnings through the contemporary period. 3-0-3, 3-0-3.

Music Education

145, 146. Piano Class I, II. Group instruction of piano for beginning students. Materials appropriate for accompanying, improvisation, sight-reading, and transposition are included. Special fee. 2-3-1, 2-3-1.

147, 148. Voice Class I, II. Two semesters of progressive study designed for the student desiring a basic knowledge of voice production in speech and song. Special fee. 2-3-1, 2-3-1.

245. Brass and Percussion Class. Elementary instruction in the techniques of playing instruments in the brass and percussion families. Individual competencies will be stressed on instruments of the percussion group; ensemble experience including playing, arranging, and conducting will be stressed in the brass group. Open to all students. 2-1-1.

246. Guitar Class. A beginning course for students with little or no experience with the guitar. Special fee. 1-3-1.

247. Strings Class. Elementary instruction in the techniques of tone production of instruments in the strings family. Open to all students 2-1-1.

248. Woodwinds Class. Elementary instruction in the techniques of tone production of instruments in the woodwinds family, both single reed and double reed. Open to all students. 2-1-1.

345. Music Foundations for the Classroom Teacher. Provides background in theory and music appreciation for classroom teachers. No previous experience necessary. Includes piano and autoharp chording, singing, fundamentals, and recorder. Survey of music history from Baroque to present day. 3-0-3.

346. Music Methods for the Classroom Teacher. Practical application of skills acquired in Music 345. Examination of basal music series, plus outside reading. Expanded experience with instruments. Actual teaching experience in local schools and kindergarten. 3-0-3.

347. Elementary Music Education. Materials and methods for music specialists. Teaching and supervision of music program for elementary schools, based on developmental knowledge of music concepts through musical activities. 2-0-2.

348. Secondary Music Education. Materials and methods for the development of music programs for junior and senior high schools, including techniques for general music, instrumental, and vocal classes. 2-0-2.

349. Instrumental Methods and Literature. The teaching and supervision of music as it relates to the junior and senior high school instrumental program. Marching band techniques and problems in staging shows for special events are included. 3-0-3.

445. Conducting Fundamentals. Introductory course in conducting. 1-1-1.

446. Choral Conducting. Conducting and rehearsal techniques applied to actual conducting experience in class and college choral performing groups. 2-0-2.

447. Instrumental Conducting. Conducting patterns and techniques as applied to various combinations of instruments from small ensembles to symphonic band and orchestra. Instrumental performing groups will serve as laboratory groups. 1-0-1.

455. Piano Pedagogy and Literature. Methods and materials appropriate for group and private instruction of adults and children with discussion of the related problems. Detailed analysis of piano literature in each historic period required. 2-2-3.

457. Vocal Pedagogy and Literature. A study of methods and materials for the teaching of private and class voice. Evaluation of vocal literature for elementary and advanced student. 2-2-3.

459. Organ Pedagogy and Literature. A comprehensive survey of organ literature, the history of organ construction and development, and a study of the basic principles of private organ instruction. 2-2-3.

Sacred Music

265. Introduction to Sacred Music. The organization and administration of the total Sacred Music Program. Open to all students. No musical knowledge required. 3-0-3.

465. Hymnology. A study of music in worship and of hymn texts, tunes, and congregational singing in Christian churches from its beginning through the contemporary period. 3-0-3.

466. Administration of Religious Music Programs. Practical study of organization and administration of the Sacred music program emphasizing staff relationships, outreach, and choirs. Open to all students. 3-0-3.

467. Field Work in Sacred Music. Observation and participation in the development of a sacred music program. May be taken only concurrently with or after completing Music 466. Open to non-Music majors with the permission of the instructor. 0-2-1.

Performance Groups

175, 375. College Chorus. A large choral group which prepares programs of sacred and secular music for presentation on campus and in area churches and schools. At least one major oratorio or cantata is performed annually. 0-3-1, 0-3-1.

176, 376. Chamber Chorus. A small group of selected mixed voices which performs sacred and secular music on and off campus. Combined with other campus choral groups, it performs two major works annually, usually one with orchestra. 0-3-1, 0-3-1.

177, 377. Choral Ensemble. A mixed chorus of select voices determined by auditions held at the beginning of the school year. The Choral Ensemble is the official touring choir of the college. Open to all students in good standing. 0-3-1, 0-3-1.

185, 385. Bulldog Band. Prior instrumental ensemble experience is desired before enrolling. The Bulldog Band is the official pep band for all college athletic functions. 0-3-1, 0-3-1.

186, 386. Orchestra. Offered in the evening school and open to all students at the college as well as residents of the community. Advance approval of the director required. 0-2-1, 0-2-1.

187, 387. Accompanying. Students accepted by audition, on recommendation of the music faculty, to serve as accompanists under supervision. 0-3-1, 0-3-1.

Independent Study

495, 496. Independent Study. Supervised study program in a field of special interest. Prerequisite: Approval of Department Chairman and Instructor. 0-Independent Study-3, 0-Independent Study-3.

Theatre Arts and Speech

Two major objectives are sought in the offering of courses in the areas of Theatre Arts and Speech. These are: (1) to promote the individual's effective oral communication of ideas, attitudes, and concepts in today's complex social structure, and (2) to provide a study of theatre arts and speech as creative arts.

Description of Courses

Theatre Arts

101. The Art of the Drama. Drama as an artistic, literary form and its production. 3-0-3.*

201. Stagecraft I. The construction and painting of scenery and properties. 2-3-3.

202. Stagecraft II. Lighting, costuming, and make-up. 3-1-3.

203. Applied Theatre. Participation in college productions. (No more than 4 credits.) 0-Productions-1.

211. Fundamentals of Acting. The basic techniques of movement, gesture, and facial expressions in character interpretation. 3-0-3.

214. Theatre Art in the Mass Media. The art of the stage, film, radio, and television. 3-0-3.

301. Religious Drama. 3-0-3.

313. British Drama. Significant drama of England and Ireland from the medieval period to the present. 3-0-3.

314. American Drama. Significant drama of the Twentieth Century. 3-0-3.

315. World Drama. Significant world drama from the Greeks to the present. 3-0-3.

401-402. Directing. Analysis of the problems of the director-producer, the preparation of prompt books, and the production of short plays. 3-0-3, 3-0-3.

Speech

102. Public Speaking. The preparation and presentation of public address. 3-0-3.

201. Announcing for Broadcasting. 1-4-3.

207. Voice and Diction. Advanced study of the vocal organs and their functions, the International Phonetic Alphabet, and vocal characteristics. 3-0-3.

305. Oral Interpretation. The re-creating for a listening audience of the intended meaning of the printed page. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

The objectives of ancient language training are:

1. To teach students to read and to translate the language(s) chosen, with greater emphasis on translation.

2. To create an awareness of the relationship of our own languages and culture to some of those of earlier times, especially Greek, Hebrew, and Latin.

3. To provide the background for a more thorough understanding of the composition, nature, and context of the Bible.

4. To offer the experiences, discipline, and technical knowledge needed for in-depth study and research in the Bible in the original languages for private, seminary, or other graduate study.

The objectives of modern foreign language training are to assist the student:

1. To gain an understanding of the culture, civilization, and literature of another people.

2. To develop an awareness of the relation of our own language and culture to those of another country.

3. To understand, without translating, the modern foreign language as spoken and written by natives.

4. To speak and to write the modern foreign language in a manner acceptable and intelligible to native speakers.

Students who have had two years of a foreign language in high school may begin with course 201 if they continue in that language.

Degree Requirements

The Bachelor of Arts Degree With a Major in French	*Semester Hours*
BASIC COURSE REQUIREMENTS (Group A)	40-52
MAJOR	30
French 303 and 304 are normally required. The additional 24 semester hours will be selected from French courses above elementary level.	
SUPPORTIVE STUDIES	15-18
15 hours in one of the following fields: Biology, Chemistry, Mathematics, Business, Education, Fine Arts, Health Education and Physical Education, Psychology, Religion, Social Sciences, English Literature, another Foreign Language, History or 18 hours in any combination from English Literature, another Foreign Language or History.	
COMPLEMENTARY ELECTIVES	18
Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	25-6
CONVOCATION	0-4
Total	128

The Bachelor of Arts Degree With a Major in French With Preparation for Secondary (9-12) Teacher Certification	*Semester Hours*
BASIC COURSE REQUIREMENTS (Group A)	40-52
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	
MAJOR	30
French 303 and 304 are normally required. The additional 24 semester hours will be selected from French courses above the elementary level.	
SUPPORTIVE STUDIES (Professional Education)	15
Education 412, 422, 432, and 450.	
COMPLEMENTARY REQUIREMENTS	17
Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 38).	
FREE ELECTIVES	26-10
CONVOCATION	0-4
Total	128

The Bachelor of Arts Degree With a Major in Spanish	*Semester Hours*
BASIC COURSE REQUIREMENTS (Group A.)	40-52
MAJOR	30
Spanish 303 and 304 are normally required. The additional 24 semester hours will be selected from Spanish courses above the elementary level.	
SUPPORTIVE STUDIES	15-18
15 hours in *one* of the following fields: Biology, Chemistry, Mathematics, Business, Education, Fine Arts, Health Education and Physical Education, Psychology, Religion, Social Sciences, English Literature, another Foreign Language, History, or 18 hours in any combination from English Literature, another Foreign Language, or History.	
COMPLEMENTARY ELECTIVES	18
Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	25-6
CONVOCATION	0-4
Total	128

The Bachelor of Arts Degree With a Major in Spanish With Preparation for Secondary (9-12) Teacher Certification	*Semester Hours*
BASIC COURSE REQUIREMENTS (Group A.)	40-52
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	
MAJOR	30
Spanish 303 and 304 are normally required. The additional 24 semester hours will be selected from Spanish courses above the elementary level.	
SUPPORTIVE STUDIES (Professional Education)	15
Education 412, 422, 432, and 450.	
COMPLEMENTARY REQUIREMENTS	17
Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 38).	
FREE ELECTIVES	26-10
CONVOCATION	0-4
Total	128

Description of Courses

Aramaic

401, 402. Elementary Aramaic. An inductive approach to the study of the grammar, syntax, and vocabulary of biblical Aramaic while translating portions of the Old Testament. Prerequisite: Hebrew 101-102. 3-0-3, 3-0-3.*

French

101, 102. Elementary French. 3-0-3, 3-0-3.

201, 202. Intermediate French. Prerequisite: French 102 or two units of high school French or its equivalent. 3-0-3, 3-0-3.

203, 204. French Literature In Translation. Representative selections of French Literature in English translation. Lectures, class discussion, and reports, oral and written. (No knowledge of French required.) 3-0-3, 3-0-3.

301, 302. Advanced French Grammar, Composition, and Conversation. Oral and written work in the language with training in the acquisition of an active, idiomatic French vocabulary. Prerequisite: French 201-202 or its equivalent. 3-0-3, 3-0-3.

303, 304. Survey of French Literature. The literature of France from the Old French period to the present. Prerequisite: French 201-202 or its equivalent. 3-0-3, 3-0-3.

305, 306. French Civilization. French history and civilization from early times to the present. Prerequisite: French 201-202 or its equivalent. 3-0-3, 3-0-3.

307, 308. French Literature of the Nineteenth Century. Reading and discussion of selected works. Prerequisite: French 201-202 or its equivalent. 3-0-3, 3-0-3.

309. Phonetics. Scientific analysis of the phonetic alphabet, voice recordings, phonetic transcriptions. Prerequisite: French 201-202 or its equivalent. 3-0-3.

311, 312. French Conversation Abroad. Extension formal and informal training in French conversation in a living French setting. Offered as a summer program only in a French-speaking country. Lecture-Travel-3, Lecture-Travel-3.

313, 314. French Literature of the Twentieth Century. Reading and discussion of selected works. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

401, 402. Reading and Research. Extensive reading of French literature. Study of bibliography and research techniques. Open to outstanding Seniors by permission of the Department. 3-0-3, 3-0-3.

432. Methods of Teaching French. Special consideration is given to methods, materials, and techniques of teaching French. Required of all students planning to teach French in grades 9-12. 3-0-3.

495, 496. Independent Study. Designed to enable a Senior or Junior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

German

101, 102. Elementary German 3-0-3, 3-0-3.

201, 202. Intermediate German. Prerequisite: German 102 or its equivalent. 3-0-3, 3-0-3.

Greek

101, 102. Elementary New Testament Greek. A study of Koine Greek. 3-0-3, 3-0-3.

201, 202. Intermediate New Testament Greek. Prerequisite: Greek 101-102, 3-0-3, 3-0-3.

300. Greek Civilization. A social and intellectual history of the Greeks and their contributions to civilization as reflected in their historical and literary works. (No knowledge of a foreign language is required). 3-0-3.

301, 302. Advanced New Testament Greek. Selections in the Pauline Epistles. Prerequisite: Greek 201-202. 3-0-3, 3-0-3.

495, 496. Independent Study. Selections from all books of the New Testament. Prerequisite: Greek 301-302. 0-Independent Study-3.

Hebrew

101, 102. Elementary Hebrew. A study of the grammar, syntax, and vocabulary of classical Hebrew as reflected in the Old Testament, with the translation of simple texts during the second semester. 3-0-3, 3-0-3.

201, 202. Intermediate Hebrew. The translation of selected portions of the Old Testament with special emphasis on vocabulary and grammatical and syntactical analyses. Prerequisite: Hebrew 301-302. 3-0-3, 3-0-3.

303. Jewish Civilization. A social and intellectual history of the Jews and their contributions to civilization from c. A.D. 135 to the present, as reflected in historical and literary works. (No knowledge of foreign language is required.) 3-0-3.

Latin

101, 102. Elementary Latin. 3-0-3, 3-0-3.

201, 202. Intermediate Latin. Prerequisite: Latin 101-102, 3-0-3, 3-0-3.

301. Roman Civilization. A social and intellectual history of the Romans and their contributions to civilization as reflected in their historical and literary works. (No knowledge of foreign language is required). 3-0-3.

Spanish

101, 102. Elementary Spanish. 3-0-3, 3-0-3.

201, 202. Intermediate Spanish. Prerequisite: Spanish 102 or two units of high school Spanish or its equivalent. 3-0-3, 3-0-3.

203, 204. Masterpieces of Spanish Literature in Translation. Selected Spanish literary works studied in translation. (No knowledge of Spanish required.) 3-0-3, 3-0-3.

301, 302. Advanced Spanish Grammar, Composition, and Conversation. Oral and written work in the language with training in the acquisition of an active, idiomatic Spanish vocabulary. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3, 3-0-3.

303, 304. Survey of Spanish Literature. The literature of Spain from the earliest periods to the present. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3, 3-0-3.

305. Spanish Civilization. Spanish history and civilization from early times to the present. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3.

306. Spanish American Civilization and Culture. Spanish American Civilization and Culture from colonial times to the present. Prerequisite: Spanish 202 or its equivalent. 3-0-3.

307-308. Introduction to Modern Spanish Literature. Reading and discussion of selected works. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3, 3-0-3.

309. Phonetics. Scientific analysis of the phonetic alphabet, voice recordings, phonetic transcriptions. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3.

311, 312. Spanish Conversation Abroad. Extensive formal and informal training in Spanish conversation in a living Spanish setting. Offered as a summer program only in a Spanish-speaking country. Lecture-Travel-3, Lecture-Travel-3.

401, 402. Reading and Research. Extensive reading of Spanish literature. Study of bibliography and research techniques. Open to outstanding Seniors by permission of the Department. 3-0-3, 3-0-3.

432. Methods of Teaching Spanish. Special consideration is given to methods, materials, and techniques of teaching Spanish. Required of all students planning to teach Spanish in grades 9-12. 3-0-3.

495, 496. Independent Study. Designed to enable a Senior or Junior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

Sign Language 101. Manual Communication. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*



DEPARTMENT OF HEALTH EDUCATION AND PHYSICAL EDUCATION

The Department of Health Education and Physical Education believes that it makes a unique contribution toward fulfilling the purpose of Gardner-Webb College. The Department offers a program to promote the total fitness of all students. The physical, mental, emotional, social, and spiritual growth of the individual is stressed in all areas. The major purposes of the Department are: (1) to prepare persons for careers in Health Education and Physical Education through its professional program, (2) to provide an activity program which will contribute to the liberal education of each student by emphasizing lifetime sports, and (3) to provide wholesome recreational and professional opportunities for the students, faculty, and staff.

Every regularly enrolled student is required to earn a minimum of two semester hours credit in Physical Education. Physical Education 101 is required of all students with the following exceptions: (1) for students with medical excuses Physical Education 108 and 109 may be substituted, and (2) Physical Education majors will take Physical Education 107 and 207. All Physical Education students are expected to wear regulation uniforms which may be purchased from the College Bookstore.

Every Physical Education major must maintain a satisfactory level of physical fitness as determined by the Gardner-Webb College Physical Fitness Test.

Degree Requirements

The Bachelor of Science Degree With a Major in Health Education and Physical Education
With Preparation for Teacher Certification (K-12)

	Semester Hours
BASIC COURSE REQUIREMENTS (Group B is recommended)	48
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Fine Arts requirement must be fulfilled by taking Art 207 or Music 125. Physical Education 107 and 207 will satisfy the Physical Education requirement. Biology 101, 203, 204, Physical Education 405 (or Physical Education 406), and Chemistry 101, Physics 103, or Physics 201 are required and will satisfy the Natural Science requirement.	
MAJOR	30
General Theory	9
Physical Education 211, 408, and 409.	
Theory	13
Physical Education 301,331,341,342, and 402.	
Health Education	8
Health Education 321, and 5 hours from 222, 223, 415, 416 and 431.	
SUPPORTIVE STUDIES (Professional Education)	15
Education 412, 422, 450, and Physical Education 432.	
COMPLEMENTARY REQUIREMENTS	15
Psychology 201, 302, 303, and 6 hours of literature (see p. 38).	
COMPLEMENTARY ELECTIVES (Second Teaching Field)	8-15
Every Health Education and Physical Education major should have a second teaching field. This area of study is to be approved by the faculty adviser.	
FREE ELECTIVES	12-1
CONVOCATION	0-4
Total	128

The Bachelor of Science Degree
With a Major in Health Education and Physical Education

	Semester Hours
BASIC COURSE REQUIREMENTS (Group B is recommended.)	48
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Fine Arts requirement must be fulfilled by taking Art 207 or Music 125. Physical Education 107 and 207 will satisfy the Physical Education requirement. Biology 101, 102, 203, 204, and Physical Education 405 (or Physical Education 406) are required and will satisfy the Natural Science requirement.	
MAJOR	30
General Theory 9	
Physical Education 211, 408, and 409.	
Theory 13	
Physical Education 301, 331, 341, 342, and 402.	
Health Education 8	
Health Education 321, and 5 hours from 222, 223, 415, 416, and 431.	
SUPPORTIVE STUDIES	15
Select from: Biology, Education, Sociology.	
COMPLEMENTARY REQUIREMENTS	15
English Literature (3 hours), American Literature (3 hours), Psychology 201, 302, and 303.	
FREE ELECTIVES	20-16
CONVOCATION	0-4
Total	128

Description of Courses

Physical Education Activity Courses

101. Orientation to Physical Education. 0-2-1.*

102. Team Sports (Soccer, Speedball or Basketball). 0-2-1.

103. Beginning Swimming and Diving. 0-2-1.

104. Gymnastics. 0-2-1.

105. Advanced Gymnastics and Trampoline. 0-2-1.

106. Rhythm and Movement. 0-2-1.

107. Individual and Dual Activities. 0-2-1.

108. Adaptive Activities. 0-2-1.

109. Adaptive Activities. 0-2-1.

113. Skiing 0-2-1.

114. Advanced Skiing. 0-2-1.

201. Tennis and Badminton. 0-2-1.

202. Team Sports. 0-2-1.

203. Advanced Swimming. 0-2-1

204. Archery and Casting. 0-2-1.

205. Track and Field and Weight-Training. 0-2-1.

206. Golf and Bowling. 0-2-1.

207. Individual and Dual Activities. 0-2-1.

Physical Education

211. Principles and History of Physical Education. An introduction to physical education with emphasis on its history, philosophy, and the establishment and evaluation of certain principles pertinent to the field. 3-0-3.

301. School Activities (Early Childhood and Intermediate). A course in methods and materials, theory, and program building in physical education. 2-1-2.

302. Methods of Teaching Swimming and Lifesaving. Red Cross Lifesaving and Water Safety Instructor certification. 2-1-2.

303. Intramurals. Organization and administration of intramural sports. 2-1-2.

306. Baseball and Track Coaching Methods. A course presenting by means of classroom instruction and field demonstration the various systems and forms used in baseball, track and field. 2-1-2.

307. Football Coaching Methods. A course presenting the various systems used in football by means of classroom instruction and field demonstration. 2-1-2.

308. Basketball Coaching Methods. A course presenting by means of classroom instruction and gym demonstrations the various systems used in basketball coaching. 2-1-2.

* *The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

309. Officiating. Techniques and procedures of officiating in athletics. 2-1-2.

312. Church Recreation. A comprehensive survey applying the principles of directed leisure time to the needs of the local church. Topics covered include philosophy, program areas, facilities, personnel, and relationships with the other organizations within the church. 3-0-3.

331. Creative Movement (K-9). Methods and materials for the teaching of movement and dance on the K-9 level. Emphasis is on creativity through movement exploration and dance. 2-1-2.

332. Creative Movement. (10-12). Methods and materials for the teaching of movement and dance on the 10-12 level. Emphasis is on creativity through movement exploration and dance. 2-1-2.

341. Theory and Techniques of Team Sports. 3-3-3.

342. Theory and Techniques of Individual and Dual Sports. 3-3-3.

402. Adapted Physical Education. Methods and materials for instruction in adapted and corrective Physical Education with special emphasis on the program for the mentally retarded child. 3-1-3.

403. Theory and Techniques of Teaching Gymnastics. Tumbling and recreational games; history, aims, and objectives of the program; development of demonstration programs. 2-1-2.

404. Curriculum and Instruction. A course designed to aid the physical education major in program building and in the techniques of teaching physical education. Open only to Physical Education majors. 2-1-2.

405. Kinesiology. Study of many of the factors involved in human motion. Prerequisite: Biology 203 and 204. 2-0-2.

406. Physiology of Exercise. A course planned especially for students majoring in physical education. Emphasis placed on the physiology of muscles and nerves. Prerequisite: Biology 203 and 204. 2-0-2.

407. Foundations of Community Recreation. Introductory course in community organization for recreation, including finances, program areas and facilities, publicity, legal status, and personnel. 3-1-3.

408. Organization and Administration of Health Education and Physical Education. This course deals with the administrative problems involved in the field of health education and physical education. 3-0-3.

409. Tests and Measurements. Study of tests and measurements. Currently used in the health and physical education program; attention to elementary statistical procedure and grading in health and physical education. 3-0-3.

410. Problems in Physical Education and Athletics. Individual investigations of research methods and special problems in physical education and athletics. 3-0-3.

432. Secondary School Activities (Methods of Teaching). A course in methods and materials, theory, practice, and program building in physical education covering secondary school activites. 3-0-3.

495, 496. Independent Study. Designed to enable a Senior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

Health Education

221. Personal and Community Health. A thorough study of the health problems of the individual, school and community. 2-0-2.

222. First Aid. A course designed to train and qualify students as instructors in first aid. 2-1-2.

223. Safety Education. A course designed to enable the student to teach safety education (K-12). 3-1-3.

320. Health Education (Early Childhood, Intermediate). Methods and materials for classroom instruction in health and safety for the elementary teacher. 2-1-2.

321. Health Education for Secondary Teachers. Methods and materials for classroom instruction in health and safety for the secondary teacher. 3-0-3.

325. Techniques of Athletic Training. First aid and athletic training with reference to safety in athletics, conditioning, diet, bandaging and taping, massage, hydrotherapy, and treatment of various injuries. 2-0-2.

415. Drug Education. Advanced study of the drug use and abuse problem. Pharmacological, sociological, psychological, and educational aspects of drug use and abuse are stressed. 3-0-3.

416. Sex Education in the Schools. This course is designed to help prospective teachers organize and conduct meaningful learning experiences in family life and sex education. A study of human sexuality and family life education constitute the course. 3-0-3.

421. Driver Education and General Safety. Methods and materials for classroom instruction, organization and administration of driver education, and safety problems. 3-1-3.

431. Problems in Health Education. Advanced study of personal and community health problems, environmental health, family living, and mental and emotional health. 3-0-3.

DEPARTMENT OF MATHEMATICS AND PHYSICS

The objectives of this department are:

1. To help the student think so as to reach logical and valid conclusions.
2. To enable the student to have a more meaningful definition of mathematics as a result of postulational thinking.
3. To assist the student in recognizing mathematics as the powerful tool for calculation.
4. To acquaint the student with the basic laws of physics.
5. To prepare some for teaching mathematics in elementary or secondary schools, or for further study.

Degree Requirements

The Bachelor of Science Degree
With a Major in Mathematics

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A or B.)	40-52
Any Student electing Group A must earn 8 hours in one of the following areas: Biology, Chemistry, Physics. Any student electing Group B must earn 8 hours each in any two of the following areas: Biology, Chemistry, Physics.	
MAJOR	30
Mathematics 221, 222, 305, 321, and 322 are required. The remaining hours are to be selected from Mathematics 115 and Mathematics courses numbered 211 or above.	
SUPPORTIVE STUDIES	15
Science. (A student satisfying the Basic Course Requirements by Group A must earn 8 hours in one of the following areas: Biology, Chemistry, Physics; this area must be different from that chosen to satisfy the Natural Science Requirement in Group A.)	
The remaining hours are to be selected from the following areas: Biology, Chemistry, Physics, Economics, Business Administration, Data Processing, as approved by the Chairman of the Department.	
COMPLEMENTARY ELECTIVES	15
These courses must be selected from area(s) not directly related to the Major, as approved by the Chairman of the Department.	
FREE ELECTIVES	28-12
CONVOCATION	0-4
Total	128

The Bachelor of Science Degree With a Major in Mathematics With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A or B.)	40-52
For Group A, Biology 101 and one of the following are required: Chemistry 101, Geology 101, Physics 103 or 201. For Group B, 8 hours of Natural Science in addition to that required for Group A are required. At least 8 hours of the 16 hours of Natural Science must be either Chemistry or Physics. The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, Sociology. Art 207 or Music 125 is required to satisfy the Fine Arts requirement if Group B is elected.	
MAJOR	30
Mathematics 221, 222, 302, 303, 305, 321, 322, 404, and 405 are required. The remaining hours are to be selected from Mathematics 115, 211, 216, 304, 312, 400, 401, 403, 495, 496.	
SUPPORTIVE STUDIES	15-23
Education 412, 422, 432, and 450 are required. Science. Any student satisfying the Basic Course Requirements by Group A must earn 8 additional hours in Natural Science. At least 8 hours of the 16 hours of Natural Science must be either Chemistry or Physics. The remaining hours are to be selected from the following areas: Biology, Chemistry, Physics, Economics, Business Administration, Data Processing, as approved by the Chairman of the Department.	
COMPLEMENTARY REQUIREMENTS	17
Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 38).	
FREE ELECTIVES	26-2
CONVOCATION	0-4
Total	128

Description of Courses

Mathematics

101. Basic Mathematical Skills. A study of selected topics from arithmetic and algebra. Various topics presented in modules. (Will not count toward Basic Course Requirements). 3-1-3.

103. Principles of Mathematics. A study of elementary set theory, logic, algebra, geometry, probability, and an introduction to computers. (Recommended especially for students who have not satisfactorily completed Algebra I, Geometry, and Algebra II.) 3-0-3.

111. Trigonometry. A study of real numbers, trigonometric functions, identities, logarithms, inverse functions, equations, solutions of triangles. 3-0-3.

112. College Algebra. Axiomatic properties of real numbers; sets, functions, equations, inequalities, progressions, permutations, and combinations. 3-0-3.

113. Mathematical Topics. The study of trigonometric identities, matrices, logarithms, mensuration formulae, and symbolic logic. 1-0-1.

115. Calculating Techniques. Wang calculator and slide rule. 1-1-1 .

203. Mathematics for Elementary Teachers-I. A study of elementary set theory and logic, integers, rational numbers, number systems of other bases, elementary number theory, and the metric system. 3-0-3.

204. Mathematics for Elementary Teachers-II A study of real numbers, probability, statistics, geometry, and algebra. Prerequisite: Mathematics 203. 3-0-3.

211. Finite Mathematics. A study of the theory and applications of vectors, matrices, probability, linear programming; the derivation and application of formulas from mathematics of finance. Prerequisite: Mathematics 111 and 112 or 221. 3-0-3.

216. Probability and Statistics. Introductory principles of probability and their applications. Basic statistical analysis. Prerequisite: Three hours of college mathematics. 3-0-3.

221. Introductory Calculus. A course including the study of real functions and their graphs; slope, limits, continuity, derivatives with applications, integration with applications. 3-0-3.

222. Calculus and Analytic Geometry I. The definite integral with applications. Transcendental functions. Techniques of integration. Prerequisite: Mathematics 221. 3-0-3.

302. Linear Algebra. Vector spaces, matrices, determinants, systems of linear equations, and linear transformations in vector spaces. Prerequisite: Mathematics 222. 3-0-3.

303. Modern College Geometry. Elementary geometry from an advanced standpoint, some evaluations and criticisms of Euclidean geometry, non-Euclidean and analytic geometry, some topics in modern geometry. Prerequisite: Mathematics 221. 3-0-3.

304. History of Mathematics. A study of the development of mathematics, together with a study of the lives and contributions of leading mathematicians. Prerequisite: Mathematics 221. 3-0-3.

305. FORTRAN Programming. An introductory course in computer programming with applications to the elementary scientific and commercial problems. Laboratory fee. Prerequisite: Mathematics 112 or 221. 3-0-3.

312. Intermediate Analysis. Basic ideas and techniques of analysis for real-valued functions of an arbitrary number of real variables. Prerequisite: Mathematics 222, 3-0-3.

321. Calculus and Analytic Geometry II. Polar coordinates, conic sections. Improper integrals. Series. Prerequisite: Mathematics 222. 3-0-3.

322. Multivariable Calculus. Vectors. Solid analytic geometry. Partial differentiation. Multiple integration. Prerequisite: Mathematics 321. 3-0-3.

400. Mathematical Statistics. A study in the theory of probability set functions, distributions of random variables, and functions, estimations, testing of hypotheses, analysis of variance and covariance. Prerequisites: Mathematics 322. 3-0-3.

401. Introductory Topology. A study of metric spaces, topological spaces, connected topological spaces, and compact topological spaces. Prerequisite: Mathematics 322. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

403. Differential Equations. Ordinary differential equations of first order and first degree, first order and higher degree, with applications. Prerequisite: Mathematics 322. 3-0-3.

404. Modern Abstract Algebra. A critical study of the real number system: elementary theory of groups, rings, integral domain, and fields. Prerequisite: Mathematics 222. 3-0-3.

405. Innovations in Secondary School Mathematics. A study of selected topics in mathematics which are relevant to the modern curriculum in the secondary school. Prerequisite: Mathematics major (Teacher Certification), Junior standing. 3-0-3.

495, 496. Independent Study. Prerequisite: Mathematics 322 and approval of the Chairman of the Department. 0-Independent Study-3, 0-Independent Study-3.

Physics

103. Introductory Physics. A study of the elementary concepts of mechanics, wave motion, electricity, magnetism, optics, and nuclear energy. 3-2-4.

201. General Physics – I. The study of Newtonian mechanics, the laws of thermodynamics, properties of matter, wave motion, and sound. Prerequisite: Mathematics 111 and 112 or 221. 3-3-4.

202. General Physics – II. An extensive study of the properties of light, magnetism, electricity, and nuclear energy. Prerequisite: Physics 201. 3-3-4.



DEPARTMENT OF PSYCHOLOGY

The Department of Psychology endeavors to develop within its participants an understanding of the fundamentals of human behavior, a functional knowledge of scientific methods of studying behavior, and an appreciation of the dignity and complexity of persons. The Department provides a diversified program for its majors and offers one or more courses as required or elected by students from other departments of the college.

Degree Requirements

The Bachelor of Science Degree With a Major in Psychology

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C.)	40-52
Psychology 201 and 206, which are required, will satisfy the Social Science requirement, and Biology 101 and 102 are recommended for the Natural Science requirement.	
MAJOR — (36 hours, 6 counted on Basic Course Requirements)	30
Psychology 201, 206, 307, 397, and 441 or 444 are required. Fifteen hours, excluding Psychology 498, must be earned at the 400 level.	
SUPPORTIVE STUDIES	15
To be chosen from Philosophy, Mathematics, Natural Science, Theatre Arts, Literature, Sociology, Anthropology, Foreign Language, and other courses approved by the faculty adviser.	
COMPLEMENTARY ELECTIVES	15
Other area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	28-12
CONVOCATION	0-4
Total	128

Description of Courses

201. General Psychology. A survey of psychology as the scientific study of behavior. The areas treated include learning, interpretive behavior, motivation, personality, measurement, the developmental process, social adjustment, and the biological bases of behavior. 3-0-3.*

206. Developmental Psychology. The psychological evolution of the individual through the life span and effect of the bio-social field on that evolution. Prerequisite: Psychology 201. 3-0-3.

301. Child Psychology. A study of the general principles of growth and development of the child from birth to early adolescence with emphasis upon intellectual, physical, emotional, and social development. Prerequisite: Psychology 201. 3-0-3.

302. Adolescent Psychology. The study of emotional, physical, and social maturation from puberty to early adulthood with emphasis on adjustment difficulties and communication with the adolescent. Prerequisite: Psychology 201. 3-0-3.

303. Educational Psychology. A problem-centered approach to the application of psychological principles to the educational process. Participants gain experience in stating, discussing, and writing solutions to problems presented in script form. Prerequisites: Psychology 301 or 302. 3-0-3.

305. Psychology of Personality. A survey of the major theories of personality, with particular emphasis upon experimental studies and research procedures in the study of personality. Prerequisite: Psychology 206. 3-0-3.

307. Physiological Psychology. An examination of the biological correlates of behavior with emphasis on the structure and function of the nervous system, bases of perception, arousal, motivation, memory, and learning. Prerequisite: Psychology 206. 3-0-3.

310. Social Psychology. A study of the interactions of persons in American Society including such topics as group dynamics and pressures, crowd behavior, social movements and change, conformity, and leadership. 3-0-3.

374. Psychology of Religion. A study of the principles of psychology as related to religious experience designed to develop insight into each student's own spiritual life. Prerequisite: Psychology 201. 3-0-3.

396. Introduction to Statistics. An introductory approach to descriptive and inferential statistics designed to develop an understanding of basic statistical concepts, statistical significance, statistical inference, and hypothesis testing. 3-0-3.

397. Experimental Psychology. An introductory examination of procedures involved in selecting and stating problems, constructing research designs, collecting and evaluating data, and stating conclusions. Laboratory emphasis will be placed upon problems related to learning and perception. Prerequisite: Psychology 396. 2-2-3.

401. Psychopathology. Survey and analysis of the major mental disorders, interpretation, and theories of therapy, including the relationship of abnormal behavior to social norms. Prerequisite: Psychology 305. 3-0-3.

402. Introduction to Counseling. The study of the basic theories and functions of counseling. Laboratory emphasis will be upon the development of a personal counseling philosophy and its application. Prerequisite: Psychology 401. 3-1-3.

403. Industrial Psychology. The application of psychological principles to the problems of industry and business, selection of personnel, training efficiency, job analysis, performance measurement, and human relations. Prerequisite: 206. 3-0-3.

405. Psychology of the Exceptional Child. A study of children who are markedly superior or inferior to the average child in physical, mental, emotional, or social characteristics. Prerequisite: Psychology 206 or 301. 3-0-3.

441. Psychology of Learning. A study of the major concepts of learning, experimental methods of studying learning phenomena, and learning theory. Prerequisite: Psychology 206. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

444. Psychological Measurement and Appraisal. An introduction to psychological measurement, with emphasis on the measurement of intelligence, achievement, personality, interests, and special aptitudes. Includes survey of measures now available for testing programs in education and industry. Prerequisite: Psychology 206. 3-0-3.

491, 492. 493. Seminar in Psychology. 1-0-1, 2-0-2, 3-0-3.

495, 496. Independent Study. An in-depth research study for Seniors majoring in Psychology working under the guidance of the Psychology Department faculty. 0-Independent Study-3, 0-Independent Study-3.

497, 498. Internship in Psychology. Prerequisite: Senior standing and Departmental approval. 1-5-3, 1-5-3.



DEPARTMENT OF RELIGIOUS STUDIES AND PHILOSOPHY

One of the main purposes of this department is to offer courses which are designed to give students an introduction to the Christian tradition and its background in the ancient world. Many majors in the Department of Religious Studies and Philosophy plan to do further study in seminaries and graduate schools. Some students in the department go into church-related vocations immediately after completing their college work.

The Basic Course Requirements state that all candidates for any degree offered at this college must take a minimum of six hours of Religion. This requirement will be met by taking Religion 101 and 102, which are prerequisites for all other Religion courses.

Degree Requirements

The Bachelor of Arts Degree
With a Major in Biblical Literature and Languages

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A.)	52
Greek 101, 102, 201, and 202 are required and will fulfill the Foreign Language requirement.	
MAJOR	30
Three advanced courses on Old Testament studies, three advanced courses in New Testament studies, and either Hebrew 101, 102, 201, and 202 or Greek 301, 302 and Hebrew 101, 102.	
SUPPORTIVE STUDIES	15
Ancient History, Civilization, Religion (other than Biblical studies), Religious Education, and Foreign Languages, as approved by the faculty adviser.	
COMPLEMENTARY ELECTIVES	15
Literature, Psychology, Sociology, Speech, and other courses as approved by the faculty adviser.	
FREE ELECTIVES	16-12
CONVOCATION	0-4
Total	128

The Bachelor of Arts Degree
With a Major in Religion

Semester Hours

(A student may choose to concentrate in certain areas within the Religion major according to academic interests.)

BASIC COURSE REQUIREMENTS (Group A.) 40-52

Psychology 201 and Sociology 201 are required and will satisfy the Social Science requirement. Any foreign language is acceptable, but Greek is highly recommended.

MAJOR 30

Area I. Biblical Studies. Select 6 hours from Religion 203, 211, 302, 306, 307, 312, 314, 316, or 317.

Area II. Christian History and Thought. Select 3 hours from Religion 322, 323, 324, 326, 333, or 337.

Area III. Christianity and the World. Select 3 hours from Religion 241, 243, 246, or 345.

Area IV. Related Disciplines. Select 3 hours from Religious Education 270, 371, 372, 373, or 374.

Area V. Religion Seminar. Select two of the following: Religion 491, 492, 493, 494, Religions Education 375 and 490.

Area VI. Select 9 hours from one or more of Areas I, II, III, and IV or Religion 251, 325, 354, or 495. Six hours of Greek may apply toward the Major after the Basic Course Requirements in Foreign Language are satisfied.

SUPPORTIVE STUDIES 15

Take any two literature courses offered by the Department of English Language and Literature and select 9 hours from the following courses: Business Education 307, Greek 301, 302, Hebrew 101, 102, 201, 202, Greek Civilization 300, Hebrew Civilization 303, Latin Civilization 301, History 310, Philosophy 301, Sociology 203, 320, 356, Speech 102, Religious Education 374, 376, 377, 378, 397, and Music 265. Students preparing for a specialized ministry may make substitutions for the supportive studies listed above, as approved by the faculty adviser.

COMPLEMENTARY ELECTIVES 15

Select 15 hours from one or several of the following areas: English, History, Psychology, Sociology, German, French, Spanish, Latin, Art 301, 302, BA 213, 214, 316, PE 312 and substitutions, as approved by the faculty adviser.

FREE ELECTIVES 28-12

CONVOCATION 0-4

Total 128

The Bachelor of Arts Degree With a Major in Religion With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A.)	40-52
The Social Science requirement must be met by taking Sociology 201 and one course from the following areas: Anthropology, Economics, Geography, and Political Science. Any foreign language is acceptable, but Greek is highly recommended.	
MAJOR	30
Area I. Biblical Studies. Select 6 hours from Religion 203, 211, 302, 306, 307, 312, 314, 316, or 317.	
Area II. Christian History and Thought. Select 3 hours from Religion 322, 323, 324, 326, 333, or 337.	
Area III. Christianity and the World. Select 3 hours from Religion 241, 243, 246, or 345.	
Area IV. Related Disciplines. Select 3 hours from Religious Education 270, 371, 372, 373, 374, or 490.	
Area V. Religion Seminar. Select two of the following: Religion 491, 492, 493, or 494.	
Area VI. Select 9 hours from one or more of Areas I, II, III, and IV or Religion 251, 325, 354, or 495.	
Six hours of Greek may apply toward the Major after the Basic Course Requirements in Foreign Language are satisfied.	
SUPPORTIVE STUDIES	15
Six hours of literature are required (see p. 38). Three of the following must be selected: Business Education 307, Philosophy 301, Sociology 356, Speech 102, History 310, or Hebrew.	
COMPLEMENTARY REQUIREMENTS	26
Education 412, 422, 432, 450, Health 221, Psychology 201, 302, and 303.	
FREE ELECTIVES	17-1
CONVOCATION	0-4
Total	128

Description of Courses

Religion

101. Introduction to the Old Testament. 3-0-3.*

102. Introduction to the New Testament. 3-0-3.

203. Old Testament Prophets. A survey of prophecy in Israel with attention given to the historical settings of the individual prophets and to the relevance of their message. 3-0-3.

211. The Teachings of Jesus. A study of the person, work, and message of Jesus Christ as presented in the Synoptic Gospels. 3-0-3.

241. Basic Christian Ethics. A systematic study of the nature of morality, the principles of Biblical ethics, and specific ethical issues in contemporary society. 3-0-3.

243. Religion and Modern Man. An introductory study of the nature of religion, the relationship between religion and culture, and key philosophical questions inherent in religious thought. 3-0-3.

246. Eastern Religions. An historical study of the religions of the East and Middle East, especially Hinduism, Buddhism, and Islam. 3-0-3.

251. Biblical Backgrounds. A survey of the history and environment of the biblical world presented either as a travel-study course to the Near East or as a regular lecture course on the campus. Lecture-Travel-3 or 3-0-3.

302. Wisdom and Poetic Literature of the Old Testament. A study of Hebrew poetry and selections of wisdom literature with special reference to its significance in the faith of ancient Israel. 3-0-3.

306. Old Testament Thought. The key categories of the Old Testament are discussed. Attention is directed around the historical development of the concepts of God, man, salvation, creation and eschatology. 3-0-3.

307. Studies in the Pentateuch. A critical evaluation of the nature, background, structure, and message of the Pentateuch. 3-0-3.

312. Life and Letters of Paul. A study of Paul's life and thought as presented in his Epistles. 3-0-3.

314. New Testament Thought. A study of certain key concepts of the New Testament which made a definite contribution to the faith of the Early Church. 3-0-3.

316. The Writings of John. A study of the background and interpretation of the Fourth Gospel, the Epistles of John, and the Book of Revelation. 3-0-3.

317. The General Epistles and Hebrews. A study of the background, theology, and exegesis of James, I and II Peter, Jude, and Hebrews. 3-0-3.

318, 319, 320, 321. The Morris Lectures. A series of lectures presented by the Reverend B. E. Morris concerning various aspects of Biblical theology. 1-0-1-, 1-0-1, 1-0-1, 1-0-1.

322. Early and Medieval Christianity. A survey of the history of the Christian Church to 1500 A.D. Prerequisite: History 101. 3-0-3.

323. Modern Christianity. Beginning with the Reformation this course is descriptive of church history to the present. Prerequisite: History 101. 3-0-3.

324. American Christianity. An historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations. 3-0-3.

325. Baptist History and Thought. An historical study of the Baptist Movement since the Seventeenth Century. 3-0-3.

326. Christian Missions. A study of the history of world missions of the Christian movement with emphasis upon its Biblical foundations, its motives and practice, and its outstanding personalities. 3-0-3.

333. Basic Christian Beliefs. An introduction to the history, methods, and principal topics of Christian theology. 3-0-3.

337. Philosophy of Religion. An introduction to the relation of the Christian faith to the questions posed by both science and philosophy. 3-0-3.

345. Black Church History. A survey of the religious and political history of the Black Church, together with a look at the modern Black Church, black religious leaders, and black theology. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

354. Christian Preaching. The fundamentals of sermon preparation and delivery. Prerequisites: Six hours of Religion and Speech 102. 3-0-3.

357. Pastoral Ministries. Supervised study and practical experience in the pastor's work in a church. Prerequisites: Six hours of Religion and Speech 102. 1-1-1.

397. Pastoral Internship. A minimum of ten weeks spent in full-time supervised service in the pastoral work of a local church. Prerequisites: Approval of Instructor and Department. 0-Practical Experience-3.

491. Old Testament Seminar. 3-0-3.

492. New Testament Seminar. 3-0-3.

493. Church History Seminar. 3-0-3.

494. Contemparary Theology Seminar. 3-0-3.

495. Independent Study. A course consisting of guided reading, conferences with the professor and written reports. 0-Independent Study-3.

Religious Education

270. Introduction to Religious Education. An inquiry into current and future objectives of religious education as determined by the history of the movement, the nature and needs of growing persons, and one's theological presuppositions. 3-0-3.

371. Religious Education Organizations. A study of the development, tasks, and maintenance of the major program organizations in the local church. A curriculum laboratory offers practice in curriculum building. 3-0-3.

372. Teaching of Religion in the Church. A survey of educational principles followed by a consideration of the values and limitations of various methods employed in religious education. Practice in the preparation, presentation, and evaluation of Sunday school lessons and worship services. 3-0-3.

373. Church Administration. A survey of principles of leadership and administration as related to church policy. Practice in programming the major tasks of the church will be given. 3-0-3.

374. Psychology of Religion. A study of the principles of psychology as related to religious experience designed to develop insight into each student's own spiritual life. Prerequisite: Psychology 201. 3-0-3.

375. Religious Education Curriculum. The selection, use and production of curriculum materials in the church. 3-0-3.

376. Religious Education Ministries. Guided studies, observations, and practical experiences in the educational leadership in the church. Prerequisite: Religious Education 270. 1-1-1.

377. Field Education: Work of the Minister of Education. Field observation and guided experience in the work of the Minister of Education. Students will be assigned to a staff member of a nearby church for observation, counsel, specific assignments, and evaluation. Prerequisite: Religious Education 270. 0-8-2.

378. Field Education: Work of the Minister of Activities and Youth. Field observation and guided experience in the work of the Minister of Youth and Activities. Students will be assigned to a staff member of a nearby church for observation, counsel, specific assignments, and evaluation. Prerequisite: Religious Education 270. 0-8-2.

397. Religious Education Internship. A minimum of ten weeks spent in full-time supervised service in a local church or denominational agency. Prerequisites: Approval of Instructor and Department. 0-Practical Experience-3.

490. Religious Education Seminar. Independent research, guided reading, guest lecturers, and field trips offer the Senior student the opportunity to investigate more deeply his particular interests in the field. 3-0-3.

Philosophy

301. Introduction to Philosophy. An introduction to the major types of philosophy (schools and movements) and the principal problems and questions of human existence. 3-0-3.



DEPARTMENT OF SOCIAL SCIENCES

The Department of Social Sciences accepts candidates for the Bachelor of Arts Degree with concentrations in Economics, History, Political Science, and Sociology.

The major purposes of the Department are: (1) to prepare students for careers such as teaching and social work, (2) to provide a foundation for continued study in graduate or professional schools, and (3) to help the student acquire an awareness of the major social, political, and economic situations existing in various world cultures past and present.

The teacher training program attempts to (a) assure that the student acquires an understanding of the social, political, geographical, economic, and historical forces operating in society, (b) provide for the development of the social studies skills required in formulating objectives, selecting content, using effective teaching strategies, and evaluating learning, and (c) instill in the student an awareness of the need for continuing education and professional development.

Degree Requirements

The Bachelor of Arts Degree With a Major in History

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A.)	40-52
MAJOR	30
The Major requires 30 hours above History 101 and 102, which are prerequisites to all other History courses. History 201 and 202 are required of all History majors.	
SUPPORTIVE STUDIES	18
Supportive work may be done in the following area(s): Economics, Geography, Political Science, Psychology, and Sociology.	
COMPLEMENTARY ELECTIVES	15
These courses must be selected from area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	25-9
CONVOCATION	0-4
Total	128

The Bachelor of Arts Degree With a Major in Social Science

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A)	40-52
MAJOR	30
The Social Science Major must complete at least 18 hours in one of the following areas: Economics, History (above 101, and 102), Political Science, or Sociology. In addition, 6 hours in each of two of these fields other than the area of concentration must be taken. Economics 203 and 204 are required of all students concentrating in Economics. History 201 and 202 are required of all students concentrating in History. Political Science 201 and 202 are required of all students concentrating in Political Science. Sociology 201 is required of all students concentrating in Sociology.	
SUPPORTIVE STUDIES	15
The Supportive Studies consist of 15 hours in Social Science (including Psychology) above those in the Basic Courts Requirements and the Major. Six hours of credit must be earned in an area of Social Science which is not included in the Major.	
COMPLEMENTARY ELECTIVES	15
Areas not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	28-12
CONVOCATION	0-4
Total	128

The Bachelor of Arts Degree With a Major in Social Science With Preparation for Secondary (9-12) Teacher Certification	*Semester Hours*
BASIC COURSE REQUIREMENTS (Group A.)	40-52
The Social Science requirement must be taken from one of the following areas: Economics, Geography, History, Political Science, Psychology, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	
MAJOR	30
The Social Science major must develop with his adviser a Major designed to meet his particular needs as a prospective teacher. If the student chooses an area of concentration, 21 hours should be taken in that area of concentration. The additional 9 hours must be taken in two or more social studies other than the field of concentration and the social study used in the Basic Course Requirements.	
SUPPORTIVE STUDIES	15
The Supportive Studies consist of Psychology 201 and 302 and 9 hours of additional Social Science approved by the faculty adviser. The additional hours of social studies are designed to supplement the Basic Course Requirements and Major so that the student will have adequate insight into all the areas of social studies.	
COMPLEMENTARY REQUIREMENTS	26
Education 412, 422, 432, 450, Health 221, Psychology 303, and 6 hours of literature (see p. 38).	
FREE ELECTIVES	17-1
CONVOCATION	0-4
Total	128

Description of Courses

Geography

101. Introduction to Physical Geography. The study of climate, vegetation, soil, water resources, mineral resources, and land form from the geographic perspective. 3-0-3.*

102. World Regions. The study of the physical and human geography of the various world regions. 3-0-3.

302. Economic Geography. The study of primary, secondary, and tertiary economic activities in the geographic setting. Location theory will be introduced. 3-0-3.

320. Environment and Man. A study of the two-way relationship between persons and their environment. Topics discussed include wilderness preservation, animal extinction, the population explosion, the development of new energy sources, waste disposal, urban and regional planning, and air, water, thermal, noise, and aesthetic pollution. Field trips and guest lectures. 3-0-3.

401. Political Geography. The geography of boundaries, power structures, core areas, administrative areas, foreign trade, international organizations, and colonialism. Geopolitics will also be introduced. 3-0-3.

History

101. Survey of Modern Western Civilization, 1500-1815. 3-0-3.

102. Survey of Modern Western Civilization since 1815. 3-0-3.

201. Survey of United States History to 1877. 3-0-3.

202. Survey of United States History since 1877. 3-0-3.

310. The Ancient World to the Fall of Rome. 3-0-3.

311. Medieval Europe. 3-0-3.

312. The Renaissance and Reformation. 3-0-3.

315. The United States during the Colonial Period. 3-0-3.

316. Hamilton, Jefferson and Jackson. 3-0-3.

317. The Old South. 3-0-3.

318. Civil War and Reconstruction. 3-0-3.

319. The United States in the Twentieth Century. 3-0-3.

322. Early and Medieval Christianity (See Religion 322). 3-0-3.

323. Modern Christianity. (See Religion 323). 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

332. Europe since 1914. 3-0-3.

337. History of England before 1689. 3-0-3.

338. History of England since 1689. 3-0-3.

345. North Carolina History. 3-0-3.

352. Survey of Latin American History. 3-0-3.

362. History of the Soviet Union since 1917. 3-0-3.

380. Modern Germany since 1789. 3-0-3.

411. Diplomatic History of the United States. 3-0-3.

412. History of the Middle East since 1500. 3-0-3.

413. History of Africa since 1500. 3-0-3.

495-496. Independent Study. An honors course open to Senior majors in the department. Consent of the Chairman of the Department required. Prerequisite: a "B" average in the Department. 0-Independent Study-3, 0-Independent Study-3.

Political Science

201. Introduction to Political Science. A basic course in Political Science dealing with the fundamentals of persons politically organized. 3-0-3.

202. United States Government. A comprehensive presentation of the principles of American constitutional government, and a behavioral analysis of the institutions and processes of the national and state governments and the Federal system. 3-0-3.

303. American Foreign Policy. A study of the political processes by which contemporary foreign policy is made and executed. 3-0-3.

304. State and Local Government in the United States. A study of the problems of inter-governmental relationships and administrative management in state, county, and municipal governments. 3-0-3.

305. Public Opinion and Political Participation. A study of forces affecting public opinion, its expression in various political activities, and its impact on public policy. 3-0-3.

306. Urban Politics. An examination of the nature and scope of urban problems in the United States with emphasis on the impact of government and politics. 3-0-3.

311. European Government and Politics. A detailed account of the political institutions and processes of France, Germany, the United Kingdom, and the U.S.S.R. 3-0-3.

312. Government and Politics in Developing Nations. A study of the governments, politics, and political problems of emerging nations. 3-0-3.

320. Constitutional Law. A study of principles and leading cases with emphasis on judicial and executive elaboration and the development of civil liberties in the United States. 3-0-3.

321. International Relations and World Politics. An analysis of politics among nations. 3-0-3.

325. Southern Politics. An analysis of the nature and style of Southern politics with emphasis on the development of two-party politics and the rise of black political participation. 3-0-3.

403. The President, Congress, and Public Policy. An analysis of the roles of President and Congress in making national policy. 3-0-3.

497, 498. Internship in Political Science. Three hours credit may apply to the student's Major. Prerequisite: Junior standing and Departmental approval. 0-Practical Experience-3, 0-Practical Experience-3.

Sociology

201. Introduction to Sociology. This is an introduction to the study of sociology, providing essentials for an intelligent understanding of the forces making for group life and for specialized study of sociological problems. 3-0-3.

202. Social Problems. An analysis of some of the major problems of personal and social disorganization in contemporary society with emphasis upon causes, treatment, and prevention. 3-0-3.

203. Marriage and Family. This course provides a study of the practical problems of courtship and marriage, with emphasis on inter-personal relationships between husband and wife and parents and children. 3-0-3.

310. Social Psychology. A study of the interaction between the individual and the group, and the influence of each on the other. 3-0-3.

311. Social Research Methodology. The scientific method applied to social phenomena: formulating and testing hypotheses, techniques for collecting data, measuring social variables, interpreting research findings. The scientific method as applied to social sciences will be explored in the latter part of the course through student participation in the design and analysis of a survey. 3-0-3.

320. Cultural Anthropology. A study of the nature and growth of culture in primitive and contemporary non-industrial societies. 3-0-3.

330. Sociological Theory. A systematic analysis of the trends and developments in sociological theory. Emphasis is placed on the current state of sociological theory and its relationship to empirical research. 3-0-3.

356. Sociology of Religion. Religion analyzed as a social institution, with particular reference to the relationship between religious and non-religious spheres of society, the structure of religious organizations, and the social-psychology of religious behavior. 3-0-3.

396. Introduction to Statistics. (See Psychology 396.) 3-0-3.

400. Race. A study of present day racial and cultural minorities with emphasis on scientific facts about race and on changing attitudes and policies. 3-0-3.

411. Criminology. An analysis of the nature and extent of criminal behavior, factors which seem to be related to such behavior, and changing attitudes toward the criminal and crime control. 3-0-3.

421. American Community. A study of the structure and function of rural and urban communities, their institutions and problems. 3-0-3.

497, 498. Internship in Sociology. Three hours credit may apply to the student's Major. Prerequisite: Senior standing and Departmental approval. 1-5-3, 1-5-3.



ASSOCIATE DEGREE PROGRAM

The Associate in Arts degree is offered in two fields of study, Business and Nursing. One of two specialties may be chosen in Business. These are General Business and Secretarial Science. See the Department of Business Administration for details.

DEPARTMENT OF NURSING

The Department of Nursing functions within the framework and philosophy of Gardner-Webb College. The faculty agrees that the graduate of the program should be a responsible contributing member of the health care system.

The faculty believes that Associate Degree Nursing education is a maturational process involving the students and faculty working together to develop a concept of learning. The student is guided in the understanding and application of scientific principles as related to self and other persons.

The faculty further believes that the acquisition and use of knowledge, primarily an individual responsibility, is influenced by personal differences, motivation, and readiness, and the technical nurse can be prepared as a beginning practitioner in two years in an institution of higher learning.

The faculty believes that nursing is a health service to people based on selected principles of physical, biological, and behavioral sciences having as its objectives promotion and maintenance of an optimum level of wellness of all individuals.

The Associate Degree nurse is a learner-practitioner who functions within the health care system, and continues to acquire and redefine skills as made necessary by social and technological changes.

The nursing program is offered by Gardner-Webb College in cooperation with the Rutherford Hospital of Rutherfordton and Cleveland Memorial Hospital in Shelby, North Carolina. The program enables the student to complete in approximately two years a course of study which leads to the Associate in Arts Degree. Students study and work with clients in hospitals and various other health agencies. Upon completion of the course the nurse is eligible to write the State Board Examination for licensure as a Registered Nurse.

The curriculum of the Associate Degree Nursing Program at Gardner-Webb College is designed to prepare the student:

1. To apply principles of human behavior in establishing and maintaining favorable interpersonal relationships;
2. To understand the role of the Associate Degree Nurse and his/her functions in the ever changing health care system;
3. To identify facts and principles of physical, biological, and behavioral sciences which form a basis in nursing;
4. To demonstrate skill in gathering data, assessing needs, planning, intervening, and evaluating nursing care of clients with common, recurring health problems and to promote and maintain a high level of wellness for individuals;
5. To be cognizant of present, emergent, and changing concepts of legal, moral, and social responsibilities as a nurse/as a person.

Accreditation of the Nursing Program

The program is accredited by the North Carolina Board of Nursing and by the National League for Nursing.

Degree Requirements

The Associate in Arts Degree, Leading to Licensure

(68 semester hours required)

The number of semester hours required per semester will be dependent upon completion of required summer school study. Six semester hours of work selected from the curriculum below and approved by the Department Chairman must be completed in SUMMER SCHOOL prior to the sophomore year.

First Year	*Semester Hours*
Biology 203**, 204**	6
Biology 206**	4
English 101	3
Nursing 101, 102	14
Physical Education	1
Psychology 201**, 206**	6
	28-34

Second Year	*Semester Hours*
Religion 101, 102	6
English 102	3
Nursing 201, 202, 290	21
Sociology 201	3
Physical Education	1
	28-34

Note: A laboratory course in Chemistry at the high school level is required. Selected concepts of organic and biochemistry are covered in Biology courses.
***Pre- or co-requisite to Nursing 101 and 102; pre-requisite to Nursing 201-202.*

Description of Courses

101. Fundamentals of Nursing. A study of basic needs of individuals in health and illness. Concepts and principles of nursing are introduced with emphasis on the role and functions of the Associate Degree Nurse. Maslow's Theory of the Hierarchy of Needs is presented as a framework for providing continuity and integration of content throughout the nursing curriculum. 5-4-6.*

102. Nursing Intervention I. A study of health care during selected stressful situations with emphasis on the ill child, the person having surgery, and selected health problems relating to altered cellular metabolism and altered regulatory function. Concepts of prevention, therapy, and rehabilitation serve to guide the student's course of study. Prerequisite: Nursing 101. 5-9-8.

201. Nursing Intervention II. A study of health care during the maternity cycle and stressful situations focusing on selected problems of mobility and oxygenation. Concepts of the family approach with emphasis on prevention, therapy, and rehabilitation serve to guide the student's course of study. Prerequisite: Nursing 101-102. 5-12-9.

202. Nursing Intervention III. A study of selected major health problems affecting the family unit with emphasis on altered patterns of behavior and complications of pregnancy and congenital disorders in children. The final unit in Comprehensive Nursing serves to facilitate the integration of concepts gained in the nursing curriculum. Prerequisite: Nursing 101, 102, 201. 5-12-9.

290. Nursing Seminar. A study of major influences in the development of the nursing profession: selected events, organizations, functions, legal aspects, opportunities and responsibilities with emphasis on the role of the Associate Degree Nurse. Prerequisite: Nursing 101, 102, 201. 3-0-3.

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SPECIAL DEGREE PROGRAM

Gardner-Webb College has entered into agreements with the Bowman Gray School of Medicine of Wake Forest University and with Charlotte Memorial Hospital whereby students may earn the Bachelor of Science degree in Medical Technology.

The agreements provide that the student will do three years' work at the college and the final year of study, a full calendar year, at the clinical facility. The degree will be granted by Gardner-Webb College.

Degree Requirements

The Bachelor of Science Degree
With a Major in Medical Technology

	Semester Hours
BASIC COURSE REQUIREMENTS (Group B)	48
The Natural Science requirement must be met by taking Biology 101 and 102 and Chemistry 101 and 104. Mathematics 111 is required and will satisfy the Mathematics requirement.	
MAJOR	32
To be taken in the Program of Medical Technology at the Bowman Gray School of Medicine or Charlotte Memorial Hospital.	
SUPPORTIVE STUDIES	21
Biology 203, 204, 206, Chemistry 201, 202, and Mathematics 112 are required.	
COMPLEMENTARY ELECTIVES	15
To be selected from area(s) not directly related to the Natural Sciences, as approved by the faculty adviser.	
FREE ELECTIVES	12-9
Physics 201 and 202 are recommended. Biology 301, 422, Chemistry 401 and 402 are recommended for all students.	
CONVOCATION	0-3
Total	128



REGISTRY

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W. Clyde Bearden
Kings Mountain, N.C.
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Mrs. J. C. Hames
Cliffside, N.C.
B. Franklin Skinner
Charlotte, N.C.
Hobart C. Smith
Charlotte, N.C.
Fred D. West
Gastonia, N.C.

FACULTY*

CRAVEN EDWARD WILLIAMS (1976)**, D. Min., President of the College
B.A., Wake Forest University; M. Div., Southeastern Baptist Theological Seminary; D.Min., Union Theological Seminary.

ROBERT E. KNOTT (1977), Ph.D., Academic Vice President and Dean
B.S., M.A., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; Ph.D., State University of New York – Buffalo.

GARLAND H. ALLEN (1961), Ph.D., Professor, Religion, History
B.A., Ouachita Baptist College; B.D., Th.M. Ph.D., Southern Baptist Theological Seminary; M.A., Memphis State University; Additional Study, Memphis State University.

JOE CLEAMON ALLEN (1969), M.A., Associate Professor, Business
A.A., Wingate College; B.S., Pfeiffer College; M.A., Appalachian State University; Additional Study, West Virginia University.

CHARLES S. ANDREWS (1960), Ph.D., Chairman, Department of Foreign Languages and Literature; Professor, French, Spanish
A.B., Wofford College; M.A., Emory University; Additional Study, Sorbonne, University of Paris; Ph.D., Florida State University.

GILMER WARREN BLACKBURN (1968), Ph.D., Associate Professor, History
A.A., Gardner-Webb College; B.A., M.A., Wake Forest University; Ph.D., University of North Carolina – Chapel Hill.

ROBERT REID BLACKBURN (1958-62; 1969), Ed.D., Chairman, Department of Health Education and Physical Education; Professor, Health Education, Physical Education
A.A., Gardner-Webb College; B.S., Erskine College; M.A., Ed.D., George Peabody College for Teachers.

ERNEST MONROE BLANKENSHIP (1965), M.A., Acting Chairman, Department of English Language and Literature; Associate Professor, English
B.S., Western Carolina University; M.Div., Southern Baptist Theological Seminary; M.A., Appalachian State University; Additional Study, Appalachian State University, University of North Carolina – Chapel Hill.

LOIS BULL BRADLEY (1967), B.S., Instructor, Nursing
R.N., B.S., Lenoir-Rhyne College – Grace Hospital of Nursing; Additional Study, Lenoir-Rhyne College.

JOYCE COMPTON BROWN (1966), Ph.D., Associate Professor, English
B.S., M.A., Appalachian State University; Ph.D., University of Southern Mississippi.

LESLIE MORRIS BROWN (1966), Ph.D., Associate Professor, Biology
B.S., M.A. Appalachian State University; Ph.D., University of Southern Mississippi.

NANCY HUNT BRUMBAUGH (1977), B.S., CPA, Adjunct Professor, Business
B.S., Juniata College.

RAY KENT BRUMBAUGH (1972), M.S., Assistant Professor, Psychology
B.S., Juniata College; M.S., Acadia University (Nova Scotia); Additional Study, Appalachian State University.

JERRY ZEB BRYSON (1966), M.A., Assistant Professor, Health Education, Physical Education; Head Baseball Coach
B.S. Pfeiffer College; M.A., Appalachian State University.

SUE CHAMPION CAMP (1976), M.A.T., CPS, Instructor, Business
B.S., Gardner-Webb College; M.A.T., Winthrop College; Additional Study, University of South Carolina – Columbia.

BETTYE McCLURE CARPENTER (1965), M.A., Associate Professor, Psychology
A.A., Gardner-Webb College; A.B., Meredith College; M.A., University of North Carolina – Chapel Hill; Additional Study, Appalachian State University, North Carolina State University, University of North Carolina – Chapel Hill, Western Carolina University.

**As defined by the Faculty Constitution*

***The date after a name indicates the first year at Gardner-Webb College.*

****On sabbatical*

WALLACE REID CARPENTER (1964), M.A., Associate Professor, Data Processing
B.S., M.A., Appalachian State University; Additional Study, University of North Carolina – Chapel Hill.

RALPH LOGAN CARSON (1973), Th.M., Assistant Professor, Religion
A.B., Shaw University; B.D., Hartford Seminary; Th.M., Louisville Presbyterian Seminary; Ph.D. Candidate, Drew University.

CLYDE S. CASH (1965), M.A.T., Assistant Professor, Biology, Chemistry
B.S., Clemson University; M.A.T., Converse College; Additional Study, Clemson University.

JEFFREY (CHIT-FU) CHANG (1966), Ph.D., Associate Professor, Mathematics, CDE,
B.S., M.S., Western Illinois University; Ph.D., University of Georgia.

PERVY AUGUSTUS CLINE, JR. (1966), M.A., Associate Professor, Ancient Languages and Literature
B.A., Wake Forest University; B.D., Southern Baptist Theological Seminary; M.A., University of North Carolina – Chapel Hill; Additional Study, University of North Carolina – Chapel Hill.

GEORGE EDWARD CRADDOCK, JR. (1977), Ph.D., Library Director
A.B., M.S.L.S., University of North Carolina – Chapel Hill; Ph.D., Louisiana State University.

JANET L. CRESWELL (1977), B.S., Instructor, Nursing
B.S., University of North Carolina – Charlotte; Additional Study, University of North Carolina – Charlotte.

BARBARA JENSEN CRIBB (1969), M.Ed., Assistant Professor, Education, Art
B.S., Mississippi College; M.Ed., North Texas State University; Additional Study, Western Kentucky University, Campbellsville College, University of Florida, Western Carolina University, University of South Carolina – Spartanburg.

GEORGE ROBERT CRIBB (1969), Ed.D., Chairman, Department of Fine Arts; Professor, Music
B.A., Wake Forest University; M.A., Teachers College, Columbia University; Ed.D., North Texas State University; Additional Study, University of Kentucky; University of York (England); Hartt College of Music – University of Hartford.

ALICE RAE CULLINAN (1974), Ed.D., Assistant Professor, Religious Education, Religion
B.A., Carson-Newman College; M.R.E., Ed.D., Southwestern Baptist Theological Seminary.

ROBERT LEE DECKER (1970), M.R.E., M.A., Assistant Professor, Music
B.M., University of Miami; M.R.E., Southern Baptist Theological Seminary; M.A., Appalachian State University.

JOHN R. DRAYER (1973), PhD., Assistant Professor, Religion
B.A., Belmont College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; Additional Study, University of North Carolina – Chapel Hill.

HAROLD CHARLES DYER, JR. (1977), M.S.L.S., Audio-Visual and Reference Librarian
B.A., North Carolina State University; M.Ed., M.S.L.S., University of North Carolina – Chapel Hill.

ANTHONY FINLEY EASTMAN (1966), Ph.D., Professor, History
B.A., Union University; M.A., Memphis State University; Ph.D., University of Southern Mississippi.

DOROTHY W. EDWARDS (1946), A.B., Registrar
A.A., Gardner-Webb College; A.B., Meredith College.

ROGER GARY GADDIS (1974), Ph.D., Associate Professor, Psychology
B.A., University of North Carolina – Charlotte; M.A., University of Tennessee; Ph.D., University of South Carolina.

PAUL DAVID GARDNER, JR. (1977), D.A., Assistant Professor, Health Education, Physical Education
B.S., M.A., Appalachian State University; D.A., Middle Tennessee State University.

QUENTIN L. GEHLE (1977), Ph.D., Assistant Professor, English
B.A., Valparaiso University; M.A., Kansas State University; Ph.D., University of Kentucky.

FRANKLIN KEITH GRIGGS (1965), M.A., Assistant Professor, Business, Data Processing
B.S., M.A., Appalachian State University; M.Ed., University of North Carolina – Charlotte.

NELL SELF GRIGGS (1965), M.A., Assistant Professor, Health Education, Physical Education
A.B., Lenoir-Rhyne College; M.A., Appalachian State University; Additional Study, Western Carolina University.

HOWARD CONLEY HAIRE (1973) M.S., CPA, Chairman, Department of Business Administration; Professor, Business
B.S., M.S., Catholic University.

BARRY EDMOND HAMBRIGHT (1969), M.A., Associate Professor, History, Political Science
A.A., Gardner-Webb College; B.A., Carson-Newman College; M.A., University of Massachusetts; Ph.D. Candidate, University of South Carolina.

MICHAEL A. HARRELSON (1968), Ph.D., Chairman, Department of Biology, Chemistry, and Geology; Professor, Biology
A.A., Gardner-Webb College; B.S., M.A., Appalachian State University; Ph.D., University of Georgia; Additional Study, Bowling Green State University.

PATRICIA BLANTON HARRELSON (1975), M.Mus., Instructor, Music
B.Mus., North Carolina School of the Arts; M.Mus., Converse College.

DEBORAH GREENE HAWKINS (1977), B.S., Instructor, Nursing
A.A., Gardner-Webb College; B.S., Lenoir-Rhyne College

JAMES P. HENSON (1957-62; 1968), Ed.D., Chairman, Department of Psychology, Professor, Psychology
A.A., Warren Wilson Junior College; B.S., M.A., Appalachian State University; B.D., Southeastern Baptist Theological Seminary; Ed.D., Indiana University.

BARBARA WALKER HOLBROOK (1964), M.A., Assistant Professor, Health Education, Physical Education
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MARY CATHERINE HOLCOMB (1977), J.D., Adjunct Professor, Business
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SYLVIA A. HUNT (1974, 1977), M.S.N., Assistant Professor, Nursing
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MARGARET JOSEPHINE JASKI (1977), B.S.N., Instructor, Nursing
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MARION LANSFORD JOLLEY (1957), M.A. Ed.S., Chairman, Department of Social Sciences; Professor, Social Science.
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PAUL WISEMAN JOLLEY (1962), Ed.D., Chairman, Department of Mathematics and Physics; Professor, Mathematics
B.S., M.A., Appalachian State University; M.A.T., University of North Carolina – Chapel Hill; Ed.D., Florida State University.

DORIS JONES (1956), M.R.E., M.A.T., Associate Professor, Sociology
B.A., Furman University; M.R.E., Southwestern Baptist Theological Seminary; M.A.T., University of North Carolina – Chapel Hill; Additional Study, University of Colorado, University of North Carolina – Chapel Hill, University of Tennessee.

GRACE CRAIG LEE (1965), M.S., Director, Nursing
R.N., Rutherford Hospital School of Nursing; B.S.N.Ed., Florida State University; M.S., University of North Carolina – Chapel Hill; Additional Study, The Margaret Hogue Maternity Hospital.

BETTY HOYLE LOGAN (1957), M.A., Assistant Professor, Business
B.S.S.A., University of North Carolina – Greensboro; M.A., Appalachian State University.

LEROY FRANCIS McDONALD (1973), J.D., Assistant Professor, Economics
B.A., M.A., LL.B., J.D., Boston University.

MARCIA M. McDONALD (1977), M.S.N., Instructor, Nursing
B.S., University of Michigan; M.S.N., University of North Carolina – Chapel Hill.

THOMAS JEFFERSON McGRAW (1962), ***M.A., LL.D., Professor of Biology
Gardner-Webb College; B.S., Wake Forest University; M.A., Appalachian State University; Additional Study, Duke University; LL.D., Campbell College.

W. KENT MOORE (1977), Ph.D., Associate Professor, Mathematics
B.S., Southeast Missouri State College; M.A., University of Missouri; Ph.D., University of Texas.

ROBERT EARLE MORGAN (1967), Ph.D., Professor, French
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ROBERT EARNSHAW MORRIS (1976), Ph.D., Assistant Professor, Mathematics, Physics
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MARTIN ARTHUR MOSELEY, JR. (1950), M.S., Professor, Chemistry
B.S., Wofford College; M.S., North Carolina State University; Additional Study, University of Wyoming.

MARION VANN MURRELL (1967), Ph.D., Chairman, Department of Religious Studies and Philosophy; Professor, Religion
B.A., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; Ph.D., University of Edinburg (Scotland), Additional Study, Duke University, University of Heidelberg (West Germany).

ARTHUR GEORGE NUHRAH (1969), Ph.D., Professor, History
B.A., M.A., Ph.D., The Tulane University of Louisiana; Postdoctoral Study, University of Texas, Duke University.

THIRLEN OSBORNE (1957), M.A., Professor, English
A.B., Kentucky Wesleyan College; M.A., University of Kentucky; Ph.D. Candidate, University of North Carolina – Chapel Hill.

MICHAEL T. O'BRIEN (1977), M.S., Instructor in Physical Education, Head Track Coach, Assistant Football Coach
B.S., M.S., Tennessee Technological University.

CLARENCE SHERMAN PARRISH (1970), Ph.D., Professor, Chemistry
A.B., Berry College; Ph.D., University of Mississippi.

FRANCES LYNN PENDLEY (1977), M.L.S., Catalog Librarian
B.M., Mars Hill College; M.L.S., Kent State University.

PHIL DANIEL PERRIN (1969), D.M.A., Professor, Music
B.S., University of Tennessee; M.C.M., D.M.A., Southwestern Baptist Theological Seminary; Additional Study, Westminister Choir College.

RONALD FOSTER PREVOST (1977), M.Div., Assistant Professor of Religious Education, Religion
B.A., Mississippi College; M.Div., New Orleans Baptist Theological Seminary; Ed.D. Candidate, New Orleans Baptist Theological Seminary.

DAN W. PROCTOR (1969), Ph.D., Associate Professor, Ancient Languages and Literature
A.A., Southwest Baptist College; B.A., Howard Payne College; B.D., Ph.D., Southwestern Baptist Theological Seminary; Additional Study, Jewish Theological Seminary of America.

LAUNITA EYE PROCTOR (1969), M.R.E., Ed.S., Associate Professor, Health Education, Physical Education
A.A., Kansas City Junior College; B.S., Oklahoma Baptist University; M.R.E., Southwestern Baptist Theological Seminary; M.Ed., Texas Christian University; Ed.S., Appalachian State University; Additional Study, University of Virginia.

JAMES HUBERT RASH (1965), M.Ed., Associate Professor, Art
A.A., Wingate College; B.A., Columbia College; M.Ed., Clemson University; Additional Study, Winthrop College, University of South Carolina, Furman University, Appalachian State University, East Tennessee State University; Private Study, Portland Museum Art School, J. L. Settlemeyer, Dayrell Kortheurer, Sculpture (Bronze Casting), Penland School of Crafts.

ROBERT LEE REYNOLDS (1971), M.M., Assistant Professor, Music
B.A., Campbellsville College; M.M., University of Kentucky; Additional Study, George Peabody College for Teachers; Florida State University.

LARRY L. SALE (1971), Ed.D., Chairman, Department of Education; Professor, Education
B.S., M.A., Appalachian State University; Ed.D., Indiana University.

JOY YOUNG SANDIFER (1967), M.L.S., Reference Librarian
B.A., Mississippi College; M.L.S., University of Mississippi; Additional Study, Appalachian State University.

JOHN KENNETH SANFORD (1966), M.A., Assistant Professor, Health Education, Physical Education; Assistant Football Coach
A.A., Gardner-Webb College; B.S., M.A., Western Carolina University.

DENZIL RALPH SCHOOLCRAFT (1972), Ed.D., Professor, Education
B.Ed., M.Ed., University of Miami; Ed.D., University of Georgia.

MANUEL ALLEN SETZER (1965), M.A.T., Associate Professor, Spanish
A.B., Lenoir-Rhyne College; M.A.T., University of North Carolina – Chapel Hill; Additional Study, University of New Mexico, La Universidad Interamericana (Mexico).

DAVID WARREN SMITH (1976), M.M., Assistant Professor, Music
B.M.E., M.M., Northeast Louisiana State University; Additional Study, Louisiana State University.

WILLIAM B. STOWE (1965-68; 1969), M.A., Associate Professor, English
B.A., St. Andrews Presbyterian College; M.A., Appalachian State University; Ph.D. Candidate, University of South Carolina.

CHARLES OLAND SUMMERS (1976), Ed.S., Assistant Professor, Music
A.B., M.A., Indiana State University, Terre Haute; Ed.S., Ball State University; Additional Study, Ball State University.

JAMES KANIPE TAYLOR (1964), M.A., Associate Professor, English
B.A., Carson-Newman College; M.A., Appalachian State University; Additional Study, Indiana University of Pennsylvania; Ph.D. Candidate, Indiana University of Pennsylvania.

JESSE LEE TAYLOR (1965), M.A., Assistant Professor, Social Science
B.S., M.A., Ed.S., Appalachian State University.

RONALD LEWIS THOMAS (1975), M.S., Instructor, Biology
B.S., Gardner-Webb College; M.S., Clemson University; Additional Study, Clemson University.

SHIRLEY PUTMAN TONEY (1965), M.Ed., Assistant Director, Nursing; Assistant Professor, Nursing
R.N., North Carolina Baptist Hospital School of Nursing; B.S., Wake Forest University; M.Ed., North Carolina State University; Additional Study, Southwestern Baptist Theological Seminary.

ROBERT LEE TREXLER (1964), M.A., M.Div., Associate Professor, Religion
Gardner-Webb College; B.A., Wake Forest University; B.D., M.Div., Southern Baptist Theological Seminary; M.A., Appalachian State University; Additional Study, Appalachina State University.

SUSAN SUTTON UPCHURCH (1972), Instructor, Nursing
R.N., B.S.N., East Carolina University.

JOSEPH RAYMOND WILSON (1975), M.S., Instructor, Geology
B.S., M.S., North Carolina State University.

WILLIAM HARRILL WITHROW, SR. (1969), B.S, Associate Professor, Political Science, Geography
B.S., U.S. Naval Academy; Ph.D. Candidate, University of North Carolina – Chapel Hill.

Special Music Faculty

ELIZABETH BENNETT (1976), M.C.M., Adjunct Instructor, Piano, Organ
B.C.M., Furman University; M.C.M., Southern Baptist Theological Seminary.
JAMES B. BLANTON (1977), M.M., Adjunct Instructor, Voice
B.M.E., Mars Hill College; M.M., Converse College.
NAN FRANCIS GREGG (1975), B.M., Adjunct Instructor, Voice
B.M., Westminster Choir College; M.A. Equivalent, Long Island University, Hofstra University.
SANDRA W. JARRELL (1970), M.C.M., Adjunct Instructor, Organ
B.M., University of North Carolina – Greensboro; M.C.M., Southern Baptist Theological Seminary.
ELIZABETH MINUS (1973), M.A., Adjunct Instructor, Voice
B.A., Columbia College; M.A., University of North Carolina – Chapel Hill.
KATHRYN MUSSELWHITE (1973), M.A., Adjunct Instructor, Piano
B.M., Flora MacDonald College; M.A., Appalachian State University.
MARY S. OATES (1975), M.A.T., Adjunct Instructor, Strings, Piano
B.A., B.M., University of North Carolina – Chapel Hill; M.A.T., Converse College.
RUSSELL SCRUGGS (1977), B.S., Adjunct Instructor, Guitar
B.S., North Carolina State University.



ADMINISTRATIVE STAFF, 1977-78

Office of the President

Craven E. Williams, D.Min., *President of the College*
Diane H. Packard, CPS, A.A. (Gardner-Webb), B.A. (Limestone), *Administrative Assistant*

Office of Church Relations

Robert W. Abrams, A.A. (Gardner-Webb), A.B. (Wake Forest), M.Div. (Southern Baptist Theological Seminary), *Director of Church Relations*

Office of the College Minister

Charles W. Freeman, A.A. (Gardner-Webb), B.A. (Carson-Newman), B.D. (Southeastern Baptist Theological Seminary), *College Minister*
Glenda M. Vinesett, *Secretary*

Office of the Academic Vice President and Dean of the College

Robert E. Knott, Ph.D., *Academic Vice President and Dean*
Mildred B. Poston, A.A. (Gardner-Webb), *Secretary*
Duran Johnson, *Data Processing Manager*
Ina Jean McDowell, *Computer Operator*
Joyce B. Summers, B.S., (Indiana State University, Terre Haute), *Secretary, Education Department*
Bernice H. Trexler, A.A. (Gardner-Webb), *Secretary, Nursing Department*

Office of the Registrar

Dorothy W. Edwards, A.B., *Registrar*
Polly R. Wylie, *Secretary*

Office of Admissions

Richard H. Holbrook, A.A. (Gardner-Webb), B.S. (Mars Hill), M.Ed. (Boston University), *Director of Admissions*
Randall L. Alexander, B.S. (Gardner-Webb), *Admissions Counselor*
Pam Foxx, B.A. (Limestone), *Admissions Counselor*
Roger V. King, B.S. (Gardner-Webb), *Admissions Counselor*
Freddie R. Sisk, *Secretary*
Mary Ann Moffitt, *Secretarial Assistant*

Library

George E. Craddock, Jr., Ph.D., *Library Director*
Harold Charles Dyer, Jr., M.S.L.S., *Audio-Visual and Reference Librarian*
Frances Lynn Pendley, M.L.S., *Catalog Librarian*
Joy Y. Sandifer, M.L.S., *Reference Librarian*
LaLene H. Washburn, *Library Assistant, Periodicals*
Celeste Bryant, *Secretarial Assistant*
Grace C. Harmon, *Secretarial Assistant*
Carolyn B. Hunt, *Secretarial Assistant*
Mary B. Jones, *Secretarial Assistant*
Vicki S. Walker, *Secretarial Assistant*

Program for the Deaf

Jerry F. Potter, Director, Department of Deaf Ministries, Baptist State Convention of North Carolina, *Coordinator, Program for the Deaf*

Office of the Treasurer and Business Manager

Barry D. Hartis, CPA, B.S. (University of North Carolina — Charlotte), *Treasurer and Business Manager*
L. Martin Banner, B.S. (Appalachian State University), Additional Study (Western Carolina University), *Assistant Business Manager*
Novella M. Blanton, *Assistant Business Manager – Accounting*
Bill Anthony, *Accounts Payable Clerk*
Joann W. Lutz, *Secretary in the Business Office*
Shirley B. Pyron, *Secretary in the Business Office*
Paulette Dill, A.A., *Corresponding Secretary*
Shirley H. Washburn, *Switchboard Operator*

Bookstore

Catherine B. Jolley, *Manager*
Carolyn W. Hamrick, *Bookstore Clerk*

Physical Plant Operations

H. Gene Borders, *Superintendent of Buildings and Grounds*
Willie Hall, *Director of Support Services*
Julius Hoyle, *Director of Physical Plant*
Clifford Ledford, *Assistant in Physical Plant Operations*
Blaine Bartee, *Assistant in Physical Plant Operations*
Gordon Washburn, *Director of Security and Traffic*
Paul M. Magill, *Security Officer*
Judy S. Evans, *Secretary*

Office of the Director of Development

Paul E. Holcomb, B.S. (Indiana University), J.D. (University of Kentucky College of Law), *Director of Development*
Janelle H. Hicks, *Office Manager*

Office of Alumni Activities

Jerry E. McGee, B.S. (East Carolina University), M.A. (Appalachian State University), Additional Study (Appalachian State and Nova University), *Director of Alumni Activities*
Kay L. Dobbins, *Secretary*

Office of Information Services

Office of Sports Information

Larry Joe Thomas, B.A. (Gardner-Webb), *Sports Information Director; Executive Director, Bulldog Club*

Radio Station

M. Allen Setzer, M.A.T., *Manager, Radio Station WGWG*

Office of the Director of Student Services

Melvin R. Lutz, Jr., A.A. (Gardner-Webb), B.A. (Mars Hill), M.A. (Florida State University), Additional Study (Florida State University), *Director of Student Services*
Vickie S. Webb, *Secretary*
Ruth C. Kiser, A.A. (Wingate), B.S. (Carson-Newman), M.R.E. (New Orleans Baptist Theological Seminary), M.A. (Appalachian State University), *Director of Women's Services*
Marie B. Martin, B.S. (Gardner-Webb), *Director of Financial Aid and Placement*
Margaret H. King, B.S.M. (Southern Baptist Theological Seminary), *Secretary*
Arthur Raymond Pople, III, B.A. (Mississippi College), M.R.E. (Southwestern Baptist Theological Seminary), Ed.D. Candidate, Southwestern Baptist Theological Seminary, *Director of Counseling and Student Activities*
Anita J. Barrett, *Secretary*

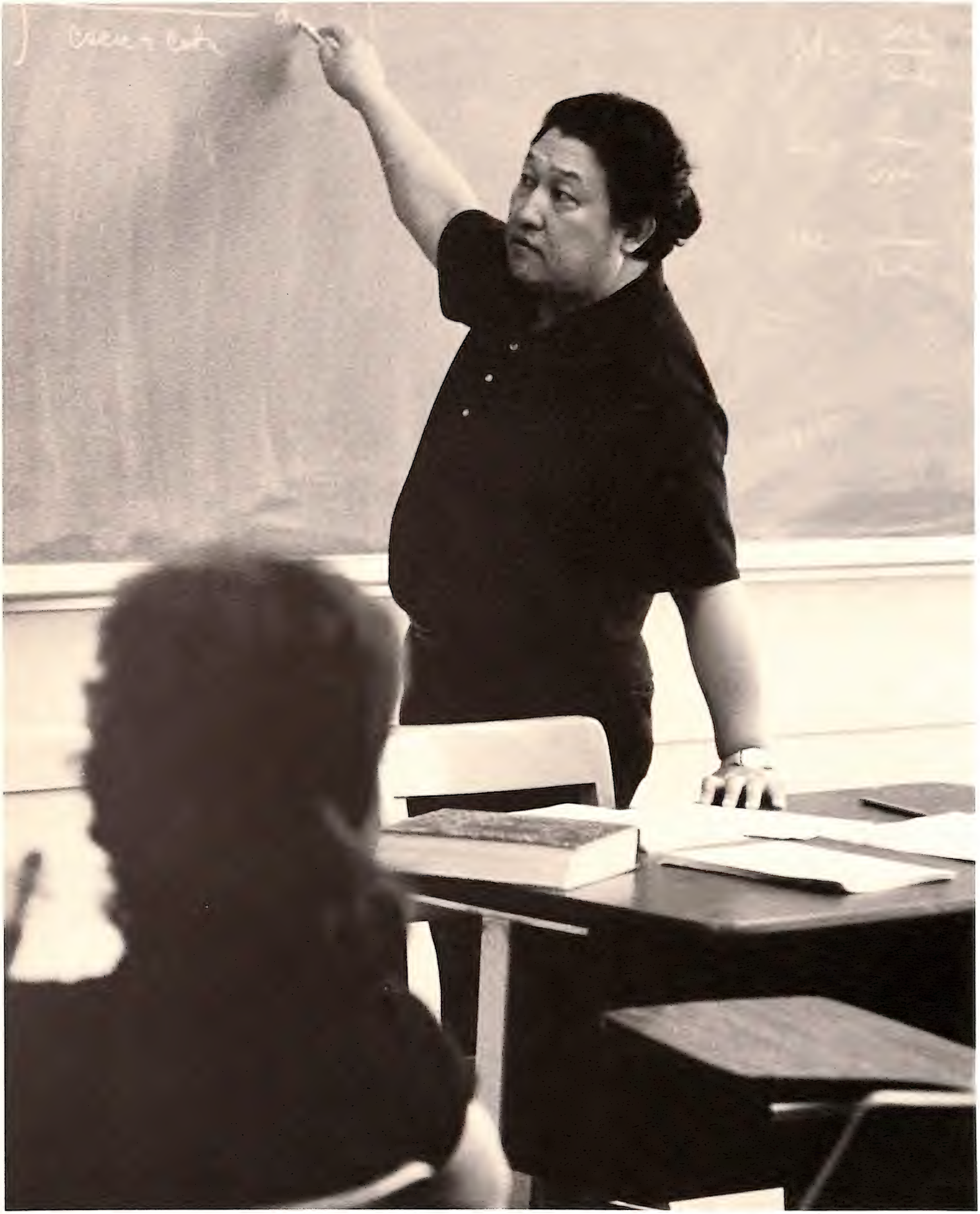
Dormitories

Illa M. Cole, *Residence Director, Stroup*
Elizabeth M. Felsberg, *Residence Director, Decker*
Jewel C. Goodwin, *Residence Director, Nanney*
Isabel B. Harkins, *Residence Director, H.A.P.Y.*
Kathy Phillips, *Residence Director, Campus House*

Office of the Athletic Director

Edwin C. Holbrook, A.B. (Lenoir-Rhyne), M.A. (Appalachian State University), *Athletic Director, Head Basketball Coach*
Ron D. Hooper, B.S. (University of North Carolina — Chapel Hill), M.A. (Appalachian State University, *Associate Athletic Director*
L. Oval Jaynes, B.S. (Appalachian State University), M.A. (University of North Carolina — Chapel Hill), *Head Football Coach*
Michael T. O'Brien, B.S., M.S. (Tennessee Technological University), *Assistant Football Coach, Head Track Coach*
J. Kenneth Sanford, M.A., *Assistant Football Coach*

Richard Thomann, B.B.A. (Notre Dame), Additional Study, University of North Florida, *Assistant Football Coach*
Jerry Z. Bryson, M.A., *Head Baseball Coach*
Garland H. Allen, Ph.D., *Golf Coach*
James K. Taylor, M.A., *Tennis Coach*
Phyllis Littlefield, B.S. (Gardner-Webb), *Women's Basketball Coach*
Nellie J. Hawkins, *Secretary, Athletic Department, Bulldog Club*



ROSTER OF GRADUATES

August 14, 1976

Bachelor of Science Degree

Mary Ann Binns, Business Administration ..... Devonshire, Bermuda
Benny Steve Bridges, Biology ..... Shelby, N.C.
Michael Kirby Bridges, Business Administration ..... Boiling Springs, N.C.
Halbert Butner Brimberry, Jr., Business Administration ..... Albany, Ga.
Thomas Dixon Carroll, Business Administration ..... Shelby, N.C.
Stephen Alex Crompton, Business Administration ..... Charlotte, N.C.
**Richard Michael Flanders, Psychology ..... Matthews, N.C.
***Janice Phillips Freeman, Health Ed. & Phys, Ed. ..... Boiling Springs, N.C.
Michael Lee Gallman, Business Administration ..... Gaffney, S.C.
Woodrow Glenn, Business Administration ..... Shelby, N.C.
Robert Tillman Gregory, Business Administration ..... Shelby, N.C.
Wilson Frank Helton, Jr., Business Administration ..... Boiling Springs, N.C.
Wayne Barry Henderson, Health Ed. & Phys. Ed. ..... Chamblee, Ga.
Patricia Bradley Hewitt, Elementary Education ..... Ellenboro, N.C.
Patricia Elizabeth Mickel, Data Processing ..... Kernersville, N.C.
William Jeffrey Peppers, Health Ed. & Phys, Ed. ..... Norris, S.C.
Stephen Ray Prevatte, Health Ed. & Phys. Ed. ..... Gaffney, S.C.
Wayne Robert Richardson, Data Processing ..... Walnut Cove, N.C.
*Carol Anne Rivers, Intermediate Education ..... Union, S.C.
Ernest Steve Smith, Business Administration ..... Mooresboro, N.C.
Kevin Gralyn Smith, Business Administration ..... Hickory, N.C.
Thomas Franklin Smith, Health Ed. & Phys. Ed. ..... Glade Valley, N.C.
Richard Steven Spencer, Business Administration ..... Clyde, N.C.
Thomas Michael Stroud, Psychology ..... Greer, S.C.
**Moses Aladi Taji Tazem, Business Administration ..... Victoria Cameroun, West Africa
Marcus David Trivette, Health Ed. & Phys. Ed. ..... Newton, N.C.
Constance Crump Williamson, Early Childhood Education ..... Lincolnton, N.C.
Richard Elmore Wofford, Health Ed. & Phys. Ed. ..... Gastonia, N.C.

Bachelor of Arts Degree

Erin Russell Anderson, English ..... Greenville, S.C.
Joseph Richard Brooks, Religion ..... Gaffney, S.C.
Chester Jerome Cash, Religion ..... Kings Mountain, N.C.
Ruel Hall Chapman, II, Religious Education ..... Charlotte, N.C.
Carmen Lynn Christopher, Music ..... Shelby, N.C.
Henry Long Harrison, English ..... Greenville, S.C.
Charles Thomas Hutchens, English ..... Shelby, N.C.
Ralph Edward Jett, Religion ..... Clifton, S.C.
Arnold Gregory Lietzsey, Social Studies ..... Whitmire, S.C.
Doris Rae Livengood, Spanish ..... Terrell, N.C.
Diane Putnam Padgett, Social Science ..... Boiling Springs, N.C.
Perrin Eugene Parker, Religious Education ..... Blacksburg, S.C.
**Shirley Jean Pridmore, Religious Education ..... Gaffney, S.C.
Cathy Joanne Robinson, Social Science ..... Shelby, N.C.
James Earl Rowland, Religion ..... Easley, S.C.
Martha Ryan Shelton, Church Music ..... Lincolnton, N.C.
Bud Rawley Thomas, III, Religion ..... Richmond, Va.
Thomas Lee Watson, Religion ..... Gaffney, S.C.
*Andra Mary Wood, Spanish ..... Gaffney, S.C.

**Cum Laude*
***Magna Cum Laude*
****Summa Cum Laude*

Summary of Graduates, August 14, 1976

	Men	*Women*	*Total*
Bachelor of Science	22	6	28
Bachelor of Arts	12	7	19
	34	13	47

May 15, 1977

Associate in Arts

Nancy Lynne Bennett, Nursing ..... Swannanoa, N.C.
Patsy Jean Bland, Nursing ..... Spindale, N.C.
Sheila Fay Boling, Nursing ..... Inman, S.C.
Mitzi Karen Branon, Nursing ..... Yadkinville, N.C.
Robin Kay Carswell, Nursing ..... Sherrills Ford, N.C.
Mary Hamrick Causby, Nursing ..... Shelby, N.C.
Rita Ann Costner, Nursing ..... Lawndale, N.C.
Vivian Anne Fiske, Secretarial Science ..... Far Hills, N.J.
Sandra Marie Gregory, Nursing ..... Durham, N.C.
Janet Campfield Houser, Nursing ..... Mooresboro, N.C.
Robin Rebecca Johnson, Nursing ..... Saluda, N.C.
Judith Hird Kierstead, Nursing ..... Gaffney, S.C.
Deborah Carol Lankford, Nursing ..... Roxboro, N.C.
Elizabeth Burpee Lee, Nursing ..... Rutherfordton, N.C.
Dorothy Houston Lineberger, Nursing ..... Lincolnton, N.C.
[1]Frieda Carol Loftis, Nursing ..... Charlotte, N.C.
Wilma Garrison Lynch, Nursing ..... Lincolnton, N.C.
Debra Lynn McNeely, Nursing ..... Pineola, N.C.
[1]Deborah Hoyle McSwain, Nursing ..... Boiling Springs, N.C.
Angela Critcher Miller, Nursing ..... Shelby, N.C.
Jacquelyn Faye Millsaps, Nursing ..... Shelby, N.C.
Margaret Elizabeth Morrow, Secretarial Science ..... Mooresville, N.C.
Diann Hamrick Noggle, Nursing ..... Shelby, N.C.
Julie Ann Norman, Secretarial Science ..... Miami, Florida
Laurie Lea Pearson, Nursing ..... Boonville, N.C.
Rebecca Gunter Penley, Nursing ..... Spindale, N.C.
[1]Karen Louise Pratt, Nursing ..... Belmont, N.C.
Avis Juanita Robertson, Nursing ..... Spindale, N.C.
Pamela Ann Sigmon, Nursing ..... Mooresville, N.C.
[1]Teresa Smith, General Business ..... Varnville, S.C.
Deborah Ann Suttles, Nursing ..... Chesnee, S.C.
Brenda Sue Turner, Secretarial Science ..... Princeton, West Virginia
Patti Neil Tyndall, General Business ..... Hampton, Virginia
Cynthia Ann Voorhes, Secretarial Science ..... Wilmington, N.C.
[1]Jennifer Elaine Warren, Nursing ..... Hiddenite, N.C.
Sara Lynn Webber, Nursing ..... Shelby, N.C.

[1]Honor Student

Bachelor of Science Degree

George Adams, Health Education & Phys. Ed. ..... Kings Mountain, N.C.
James Shuford Abernethy, Business Administration ..... Newton, N.C.
†**Sheila Wyatt Allison, Business Administration ..... Forest City, N.C.
Dexter David Austin, Business Administration ..... Union, S.C.
Mary Jane Avery, Intermediate Education ..... Taylors, S.C.
Faviana Biscarros Bane, Health Education & Phys. Ed. ..... Charlotte, N.C.
Bill Keziah Baucom, Psychology ..... Durham, N.C.
†Henry Pearson Bolick, III, Health Education & Phys. Ed. ..... Union, S.C.
Max David Bolin, Health Education & Phys. Ed. ..... Kings Mountain, N.C.
David William Bormann, Health Education & Phys. Ed. ..... Royal Center, Ind.
***Dina Anderson Braddy, Intermediate Education ..... Shelby, N.C.
Robert Allen Bradshaw, Biology ..... Yorktown, Virginia
John Francis Bridges, Business Administration ..... Ellenboro, N.C.

Randy Charles Bridges, Psychology ..... Gastonia, N.C.
Winburn Scott Bridges, General Science ..... Forest City, N.C.
†Charles Roderick Broome, Health Education & Phys. Ed. ..... Shelby, N.C.
†*Vicki Clark Broome, Business Administration ..... Shelby, N.C.
†Janice Barkley Brown, Health Education & Phys. Ed. ..... Hickory, N.C.
Laura Cecelia Brown, Health Education & Phys. Ed. ..... Richmond, Virginia
Leon Atwood Brown, III, Business Administration ..... Troutman, N.C.
Rodney Howard Brown, General Science ..... Newton, N.C.
*Donna Lynne Burch, Intermediate Education ..... Clyde, N.C.
†*James Henry Burleson, Biology ..... Bristol, Tennessee
†Donald Clifton Carpenter, Business Administration ..... Shelby, N.C.
Frank Cauthen, Business Administration ..... Statesville, N.C.
Laura Edna Claar, Mathematics ..... Charlotte, N.C.
David Bryan Cox, Biology ..... Boiling Springs, N.C.
*Hinton Dupree Cranford, III, Business Administration ..... Union, S.C.
James Lewis Cranford, Business Administration ..... Sharon, S.C.
Roger Paul Crawford, Psychology ..... Rutherfordton, N.C.
*Joel Grayson Crook, Biology ..... Rutherfordton, N.C.
†**Stephen Gary Crouse, Psychology; Religion ..... Graham, N.C.
Larry Hicks Denton, Business Administration ..... Tryon, N.C.
Wayne David Dickard, Health Education & Phys. Ed. ..... Gaffney, S.C.
†Daniel Flay Dixon, Business Administration ..... Shelby, N.C.
Rebekah Jane Duncan, Intermediate Education ..... Greer, S.C.
Roger William Duncan, Data Processing ..... Spruce Pine, N.C.
Kenneth Davis Earnhardt, Business Administration ..... Huntersville, N.C.
†**Audrey Donette Elliott, Biology ..... Lawndale, N.C.
Stephen Eugene Elmore, Biology ..... Lexington, N.C.
Janis Lynn Evans, Early Childhood ..... Landis, N.C.
Fred Taylor Farris, Business Administration ..... Cramerton, N.C.
Mary Denece Fitzgerald, Health Education & Phys. Ed. ..... Fallston, N.C.
**James Richard Ford, Business Administration ..... Panama City, Florida
Jasper Warren Gamble, Jr., Business Administration ..... Shelby, N.C.
***Deborah Ann Goodson, Early Childhood ..... Maiden, N.C.
Debra Kay Grady, Early Childhood ..... Morganton, N.C.
**Vicki Bowman Greene, Health Education & Phys. Ed. ..... Lawndale, N.C.
Marcia King Gudger, Early Childhood ..... Boiling Springs, N.C.
***Paula Ophelia Gulledge, Early Childhood ..... High Point, N.C.
**Deborah Jean Hall, Biology ..... Pocomoke, Md.
*Linda Leigh Ham, Health Education & Phys. Ed. ..... West Jefferson, N.C.
Connie Marie Hammett, Mathematics ..... Woodruff, S.C.
Charles Cleveland Hamrick, Jr., Business Administration ..... Gaffney, S.C.
*Janie Lynn Harrill, Early Childhood ..... Forest City, N.C.
†Elizabeth Ariail Hayes, Health Education & Phys. Ed. ..... Spartanburg, S.C.
Chris William Hazle, Data Processing ..... Shelby, N.C.
Gregg McRee Hefner, Health Education & Phys. Ed. ..... Hickory, N.C.
Randy Eugene Hiatt, Psychology ..... High Point, N.C.
*Virginia Adelaide Hinton, Early Childhood ..... Pickens, S.C.
Deborah Marie Holbert, Psychology ..... Asheville, N.C.
Timothy Chris Holcomb, Business Administration ..... Jonesville, N.C.
Walter Richard Hollifield, Biology ..... Bostic, N.C.
Larry Gene Honeycutt, Intermediate Education ..... Stanford, N.C.
†Hope Maxine Hopkins, Elementary Education ..... Kannapolis, N.C.
**Cheryl Ann Hoyle, Mathematics ..... Maiden, N.C.
Van Richard Hoyle, Business Administration ..... Kings Mountain, N.C.
Albert Manley Huffman, Jr., Health Education & Phys. Ed. ..... Valdese, N.C.
*Sara Martha Johns, Biology ..... Union, S.C.
Ernest Jeffery Johnson, Health Education & Phys. Ed. ..... Wilmington, N.C.
**Sherwin Lee Johnson, Health Education & Phys. Ed. ..... Statesville, N.C.
William Flewellen Johnston, III, Business Administration ..... Charlotte, N.C.
James Clinton Jolly, Business Administration ..... Kings Mountain, N.C.
***Donna Marlise Jones, Early Childhood ..... Kings Mountain, N.C.

Joseph Watson Jones, Business Administration ..... Boiling Springs, N.C.
Mike Wallace Kasey, Business Administration ..... Asheville, N.C.
John Ralph Kiser, Business Administration ..... Charlotte, N.C.
Lynn Lyles Kiser, Business Education ..... Bostic, N.C.
Bradford Scott Ledbetter, Business Administration ..... Ellenboro, N.C.
David Dean Ledbetter, Business Administration ..... Shelby, N.C.
Stephen Blair Little, Mathematics ..... Harrells, N.C.
Cecil Hugh Lowder, Business Administration ..... Mt. Pleasant, N.C.
Donald Charles Mackay, Business Administration ..... Mountainside, N.J.
Jennifer June Matheney, Mathematics ..... Mooresboro, N.C.
Shirley Gail McDowell, Psychology ..... Raeford, N.C.
*Bettye Lucinda McGraw, Data Processing ..... Boiling Springs, N.C.
Ricky Lynn McLester, Biology ..... Oakboro, N.C.
*Doris Stallings McSwain, Early Childhood ..... Taylorsville, N.C.
**Teala Maria McSwain, Psychology ..... Lawndale, N.C.
Victoria Dale McSwain, Biology ..... Mooresville, N.C.
†*Charlotte Marie Meyer, Business Administration ..... Sinton, Texas
William Marshall Moore, General Science ..... Warrenton, Virginia
†*Ellen Page Morphis, Data Processing ..... Berlin, Germany
*Robert Harold Morris, Psychology ..... Concord, N.C.
Woodrow Munnerlyn, Business Administration ..... Peterman, Alabama
**Gennie Earline Pace, Business Administration ..... Lyman, S.C.
Deborah Mae Parker, Health Education & Phys. Ed. ..... Blacksburg, S.C.
Charles David Perry, Business Administration ..... Gaffney, S.C.
Ralph Eugene Poole, Jr., Psychology ..... Spartanburg, S.C.
Michael Lynn Rainey, Health Education & Phys. Ed. ..... Salisbury, N.C.
***Debra Jean Reynolds, Psychology ..... Danville, Virginia
Holly Houser Riddle, Intermediate ..... Dallas, N.C.
Thomas Edwards Robbs, Jr., Biology ..... Gaffney, S.C.
Ruth Miriam Robinson, Psychology ..... Gastonia, N.C.
Cynthia Kay Rummage, Business Administration ..... Albemarle, N.C.
Dale Yvonne Scoggin, Business Administration ..... Rutherfordton, N.C.
Shirley Parks Searight, Business Education ..... Boiling Springs, N.C.
Amon Harvey Shumate, Business Administration ..... Clinton, S.C.
Hope McAlynn Sinclair, Business Administration ..... Gerton, N.C.
Billy Joe Slagle, Business Administration ..... Spruce Pine, N.C.
Carl Clay Sloan, Jr., Business Administration ..... Shelby, N.C.
*Elveta Rogers Smith, Business Administration ..... Boiling Springs, N.C.
†John Ervin Smith, Data Processing ..... Sterling Park, Virginia
Linda Ford Smith, Early Childhood ..... Forest City, N.C.
Lisa Tolbert Smith, Mathematics ..... Lincolnton, N.C.
***Steven Allan Smith, General Science ..... Eatontown, New Jersey
Ernest Webb Spangler, II, Business Administration ..... Shelby, N.C.
Donald Elliott Stroup, Business Administration ..... Gaffney, S.C.
Ronald Edwin Stroup, Business Administration ..... Gaffney, S.C.
†George Calvin Surratt, Business Administration ..... Lawndale, N.C.
Thomas Nathaniel Surratt, Business Administration ..... Shelby, N.C.
Knox Edward Talbert, Psychology ..... Greer, S.C.
Jesse Lee Taylor, Jr., Business Administration ..... Shelby, N.C.
*Teresa Ann Teague, Mathematics; Data Processing ..... Marshall, N.C.
James Dean Thompson, Biology ..... Gastonia, N.C.
***Pamela Diane Tolbert, Early Childhood ..... Charlotte, N.C.
*Danita Gale Toms, Business Administration ..... Forest City, N.C.
Robert Clyde Traywick, Jr., Business Administration ..... Shelby, N.C.
***Melanie Suther Trexler, Early Childhood ..... Salisbury, N.C.
David Nance Tubb, Biology ..... Fayetteville, N.C.
†Sharon Elena Turnmire, Biology ..... Lenoir, N.C.
Charles Henry Usher, Jr., Business Administration ..... Bennettsville, S.C.
Renée Warren Walker, Psychology ..... Lenoir, N.C.
Kenneth Arnold Warise, Jr., Mathematics ..... Madison, Tennessee

Edward Nollie Washburn, IV, Business Administration ..... Bostic, N.C.
†**Debra Tessenair Waters, Intermediate Education ..... Forest City, N.C.
Charles William Welch, Business Administration ..... Kings Mountain, N.C.
Emma Marie West, Biology ..... Spartanburg, S.C.
†*Alpha Spurlin White, Early Childhood ..... Cliffside, N.C.
†*Tab Truet Whitley, Psychology ..... Oakboro, N.C.
*Amber Dawn Williams, Early Childhood ..... High Point, N.C.
†David Alton Williams, Health Education & Phys. Ed. ..... Winston-Salem, N.C.
Linda Ramseur Williams, Health Education & Phys. Ed. ..... Shelby, N.C.
Daniel Wyatt Willis, Business Administration ..... Gastonia, N.C.
†*Alan Thomas Wilson, Business Administration ..... Forest City, N.C.
*Pamela Sue Wilson, Health Education & Phys. Ed. ..... Cary, N.C.
Shelba McKee Wilson, Intermediate Education ..... Tryon, N.C.
†Donald Wayne Yates, Mathematics ..... High Point, N.C.
†Richard Clayton Young, Health Education & Phys, Ed. ..... Bassett, Virginia
William Taylor Zimmerman, II, Business Administration ..... Morganton, N.C.
Frederick William Zwikelmaier, Business Administration ..... Farmingdale, N.Y.

Bachelor of Arts Degree

†Marla Lane Alsobrook, Music ..... Shelby, N.C.
David Gordon Anderson, Religion ..... Stuart, Virginia
LaCount Louis Anderson, III, Church Music ..... Savannah, Georgia
*John David Apple, Religious Education ..... Greensboro, N.C.
*Diann Elizabeth Bailey, Religious Education ..... Forest City, N.C.
John Allen Ball, French ..... Grassy Creek, N.C.
Gary Lee Ballard, Music ..... Drexel, N.C.
***Bonnie Lynn Beeny, Religious Education ..... Daytona Beach, Florida
*Wayne Ernest Blankenship, English ..... Boiling Springs, N.C.
*David Roberts Blanton, Music Education ..... Shelby, N.C.
Charles David Boan, Religion ..... Dillon, S.C.
*Rebecca Lewis Bost, English ..... Charlotte, N.C.
John Franklin Bridges, Religion ..... Kings Mountain, N.C.
*Susan Melissa Bridges, Relgious Education ..... Shelby, N.C.
Donald Bass Brown, Religious Education ..... Grover, N.C.
Philip Grodon Broyles, Religion ..... Marion, N.C.
*Jerry Lafate Bryant, Religion; Biblical Literature & Languages ..... Vale, N.C.
Susan Wells Bumgardner, Social Science ..... Kings Mountain, N.C.
Charles Douglas Burleson, Religion ..... Albemarle, N.C.
Curtis Dean Camp, Religion ..... Bessemer City, N.C.
*Wanda June Campbell, Religious Education ..... Robbinsville, N.C.
Steven Jones Carlton, Religious Education ..... Yanceyville, N.C.
†Hilda June Carroll, English; Religion ..... Shelby, N.C.
Lawrence Everett Clapp, Religion ..... Marshville, N.C.
Jack O'Neal Coggins, Religion ..... Greer, S.C.
*John Mark Coleman, Religion ..... Gettysburg, Pa.
Michael Preston Cox, English ..... Boiling Springs, N.C.
Robert Lee Couch, Music ..... Boiling Springs, N.C.
Alice Rose Cramer, Religious Education ..... Altamonte Springs, Florida
†Pamela Jean Crews, Social Science ..... Barium Springs, N.C.
Donald McCoy Denton, Religion ..... Morganton, N.C.
†Timothy Miles Dixon, Religion ..... Scotch Plains, N.J.
Michael Lane Dover, Social Science ..... Shelby, N.C.
*Herbert Wallace Eplee, Jr., Religion ..... Charlotte, N.C.
Susan Marie Falconio, Religious Education ..... Winter Park, Florida
Edward Lee Fleming, Religion ..... Spartanburg, S.C.
†*Gurley Glenn Flowe, Jr., Religion ..... Charlotte, N.C.
†**Bobby Dean Gantt, Religion ..... Shelby, N.C.
†**Gina Renée Garmon, Religious Education ..... Kannapolis, N.C.
Rebecca Ann Gearren, Religious Education ..... Winston-Salem, N.C.
***Sophia Regina Gomes, Religious Education ..... Rio de Janeiro, Brazil
Joan Carol Hambright, Social Science ..... Grover, N.C.
†Johnny Ray Henderson, Religion ..... Statesville, N.C.

†James Powers Hickson, History ..... Newberry, S.C.
†Donald Herman Horton, Religion ..... Cherokee Falls, S.C.
*Susan Arledge Howell, English ..... Mill Spring, N.C.
Douglas Garner Huff, Religious Education ..... Greensboro, N.C.
*Philip Glenn Hughes, Religious Education ..... Shelby, N.C.
Patricia Kay Humphries, Music Education ..... Gaffney, S.C.
Mary Christine Hutcherson, Religious Education ..... Hillsborough, N.C.
Randy Dale Jetton, Social Science ..... Fort Union, Virginia
Bruce Calvin Johnson, Religion ..... Tryon, N.C.
Perry Robert Jones, Religious Education ..... Shelby, N.C.
*Ronda Jean Josey, Music Education ..... Newton, N.C.
Jerry Lamar Kellar, Jr., Religious Education ..... Gastonia, N.C.
***Ronald Merle Kiser, Religion ..... Hickory, N.C.
Alicia Ellen Larkin, Social Science ..... Towanda, Pa.
Larry James Lashley, Spanish ..... Brooksville, Florida
Jerry Lane Lassiter, Social Science ..... Troy, N.C.
*Roger Dale Levan, Religion ..... Union, S.C.
†Gary Lee Lineberger, Religion ..... Dallas, N.C.
Mary Frances Little, Religious Education ..... Littleton, N.C.
†William Henry Lynn, Jr., Church Music ..... Shelby, N.C.
Gregory Thomas Mathis, Religion ..... Mt. Airy, N.C.
Stephen Edwin Maxwell, Biblical Literature and Languages ..... Asheville, N.C.
Mary Michelle Mayhugh, Music Education ..... Seaford, N.Y.
Randy Ernest McCall, Religious Education ..... Granite Falls, N.C.
Harriett Tarleton McDaniel, Social Science ..... Boiling Springs, N.C.
Jack Boyce Millwood, Jr., Religion ..... Spartanburg, S.C.
†*Frank Major Mims, Religion ..... Leesville, S.C.
Margie Chere Mitchell, Social Science ..... Germanton, N.C.
†Vernon Lee Moore, Biblical Literature & Languages ..... Blacksburg, S.C.
†*Martha Jane Motley, Music Education ..... Durham, N.C.
Susan Delight Nixon, Social Science ..... Charlotte, N.C.
†Robert Norman, III, Religion ..... Lawndale, N.C.
Elizabeth Salmon Norris, Religious Education ..... Littleton, N.C.
**Carol Jean Olsen, Music ..... Racine, Wisconsin
*Sheila Ann Perry, Religious Education ..... Connelly Springs, N.C.
*Robert Conrad Pettyjohn, Biblical Literature and Languages ..... Camden, S.C.
Kenneth Lee Phillips, Music ..... Fayetteville, N.C.
**Margaret Goble Powell, Social Science ..... Morganton, N.C.
†Melanie Ann Rabb, French ..... Maiden, N.C.
Hearold Deane Register, Religion ..... Hendersonville, N.C.
James Phillip Reid, Religion ..... Lattimore, N.C.
Coleman Hughes Rimmer, Jr., Religion ..... Rougemont, N.C.
Betsy Celeste Rorie, Social Science ..... Charlotte, N.C.
Dale Arnold Sain, Religious Education ..... Vale, N.C.
Teresa Ann Saltz, Music Education ..... Hayesville, N.C.
Charles Curtis Sams, Religion ..... Spartanburg, S.C.
**Debra Ethel Samuel, Religious Education ..... Wilton Manors, Florida
***Ronald Reid Settle, Religion ..... Greensboro, N.C.
**Robert Brown Setzer, Religion ..... Greensboro, N.C.
**Sherry Lynn Setzer, Music Education ..... Granite Falls, N.C.
Susan Winn Setzer, Religious Education ..... Greensboro, N.C.
Debra Charlene Shealy, Religious Education ..... Lexington, S.C.
Terry Drew Shear, Religious Education ..... Pembroke Pines, Florida
*Ladell Thompson Shields, Church Music ..... Shelby, N.C.
Lewis Grady Smith, Religion ..... Blacksburg, S.C.
*Terry Lee Smith, Church Music ..... Easley, S.C.
†Pamela Jane Spears, Social Science ..... Shelby, N.C.
***Patricia Ann St. Charles, Religious Education ..... Boiling Springs, N.C.
†***Phyllis Donna Staton, Music Education ..... Hickory, N.C.
†**Ellen Wilcox Taylor, Music Education ..... Charlotte, N.C.
*Sue Denise Taylor, Religious Education ..... Lewisville, N.C.

Suzette Collins Thompson, English ..... Forest City, N.C.
William Thomas Thurston, Religion ..... Shelby, N.C.
Mark Alan Tilley, Religion ..... Westfield, N.C.
*Doris Coleen Treadway, French ..... Canton, N.C.
Herbert Bruce Treece, Religion ..... Gastonia, N.C.
General Dare Wade, English ..... Pfafftown, N.C.
Richard Wayne Walker, Religion ..... Charlotte, N.C.
†Carolyn Faye Wallace, Music Education ..... Gastonia, N.C.
**Teresa Lynn Waters, Music Education ..... Cherryville, N.C.
Pamela Yvonne Watterson, Social Science ..... Shelby, N.C.
John Ricky Webb, Church Music ..... Cherryville, N.C.
Lynn Allen Welborn, Religion ..... Mooresboro, N.C.
Brenda Yvonne West, Religious Education ..... Spindale, N.C.
†Shannon Edwin Wiles, Music Education ..... Hays, N.C.
***Melanie Dawn Williams, Social Science ..... Kernersville, N.C.
*Carol Lee Willis, Music Education ..... Rutherfordton, N.C.
Karen Alice Wilson, Music ..... Hudson, N.C.
*Barbara Ann Wray, English ..... Lawndale, N.C.
***Gaylin Wylie, Religious Education ..... Shelby, N.C.

**Cum Laude*
***Magna Cum Laude*
****Summa Cum Laude*
†*Completed requirements for graduation on December 17, 1976.*

Summary of Graduates, May 15, 1977
(Including those who fulfilled requirements on December 17, 1976)

	Men	*Women*	*Total*
Associate in Arts		*36*	*36*
Bachelor of Science	*87*	*64*	*151*
Bachelor of Arts	*68*	*55*	*123*
	155	*155*	*310*

HONORARY DEGREES

Doctor of Humane Letters
Charles Irvin Dover
Doctor of Humane Letters
Cecil Lee Gilliatt

AWARDS

Huggins Citizenship Medal ..... Robert Conrad Pettyjohn
Curtis Citizenship Medal ..... Sophia Regina Gomes
Senior Scholastic Award ..... Joy Suther Trexler
Junior Scholastic Award ..... Glenn Thomas Henderson
Sophomore Scholastic Award ..... Timothy Ray Cook
Sophomore Scholastic Award ..... David Warren Cribb
Sophomore Scholastic Award ..... Linda Ann Setzer
Freshman Scholastic Award ..... Darrell Brantley Bare
Freshman Scholastic Award ..... Kerry Leigh Mraz

ALUMNI ASSOCIATION

Membership — All former students, graduates and non-graduates, are considered members of the Alumni Association.

Meetings — A general business meeting and banquet is held in the spring. Officers and directors have business meetings the third Saturday of the first month of each quarter.

Purpose — The purpose of the Alumni Association is to provide an opportunity for the alumni to express their interest in the College through voluntary service, to organize local chapters, to keep in constant touch with the members of the association, and to promote the welfare of the entire College for the mutual benefit of both the College and the alumni.

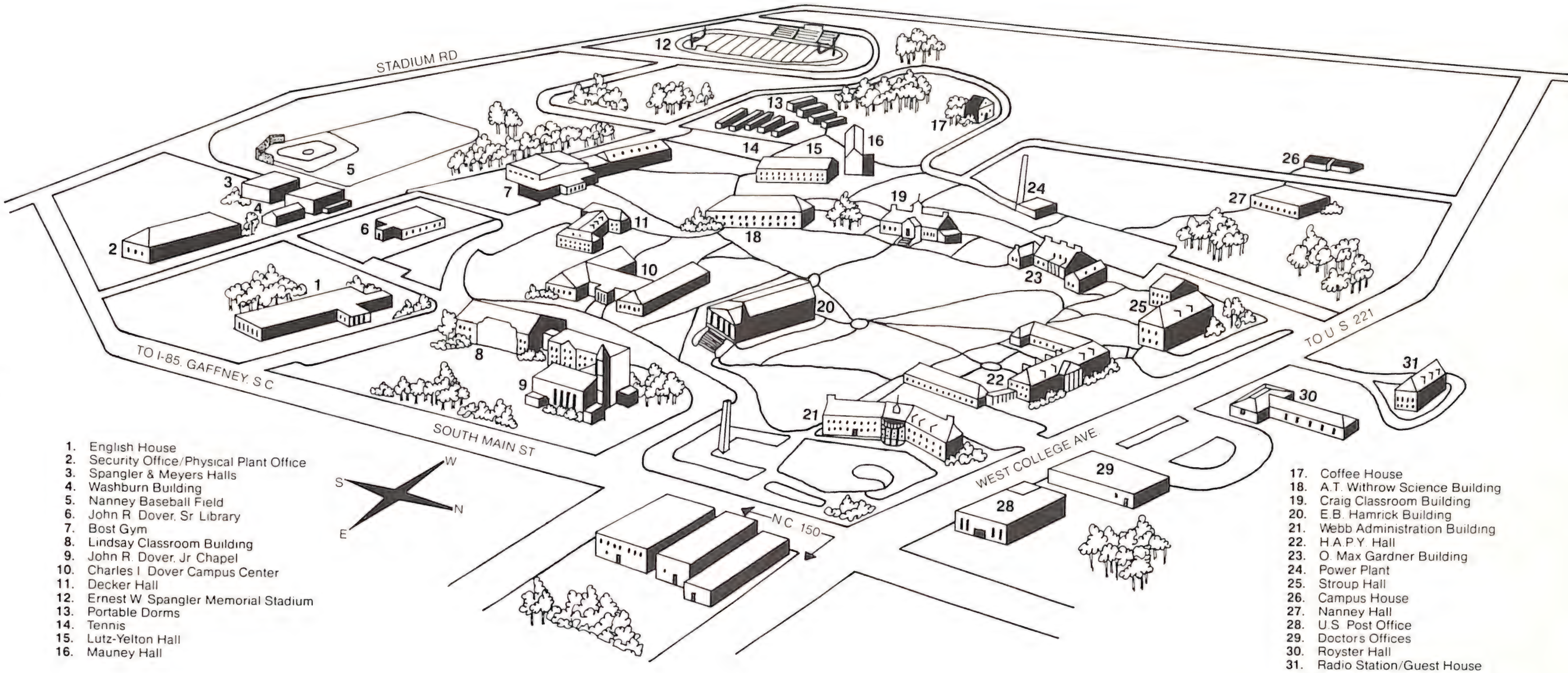
Program — In addition to the spring meeting, the general association promotes homecoming in the fall. Chapters have their own meetings according to their desires. The main emphases are communication and fellowship among the Alumni and College Community and support of the College, especially through the Annual College Fund.

Alumnus of the Year — Selection is made by the Board of Trustees of the College. The award is presented by the President of the Alumni Association at the Spring Alumni Banquet.

Distinguished Service Awards — Selections are made by the Awards Committee of the Alumni Association Board of Directors. Three awards are presented in the spring to individual alumni for: service to denomination and church, service to community, and service to Gardner-Webb College.

Enrollment, 1976-77

	Men	*Women*	*Total*
1976 Summer School	213	209	422
Regular Session			
Seniors	197	147	344
Juniors	150	119	269
Sophomores	171	160	331
Freshmen	250	233	483
Specials	18	29	47
Regular Session Totals	786	688	1474
Short-term March 29-May 16, 1977	10	5	15
Grand Total	1009	902	1911



1. English House
2. Security Office/Physical Plant Office
3. Spangler & Meyers Halls
4. Washburn Building
5. Nanney Baseball Field
6. John R. Dover, Sr. Library
7. Bost Gym
8. Lindsay Classroom Building
9. John R. Dover, Jr. Chapel
10. Charles I. Dover Campus Center
11. Decker Hall
12. Ernest W. Spangler Memorial Stadium
13. Portable Dorms
14. Tennis
15. Lutz-Yelton Hall
16. Mauney Hall
17. Coffee House
18. A.T. Withrow Science Building
19. Craig Classroom Building
20. E.B. Hamrick Building
21. Webb Administration Building
22. H.A.P.Y. Hall
23. O. Max Gardner Building
24. Power Plant
25. Stroup Hall
26. Campus House
27. Nanney Hall
28. U.S. Post Office
29. Doctors Offices
30. Royster Hall
31. Radio Station/Guest House

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Gardner-Webb College reserves the right to make necessary changes without further notice.

Gardner-Webb College is committed to equality of opportunity in all areas of education and employment and does not practice or condone discrimination in any form against applicants, students, or employees on the basis of race, color, national origin, religion, sex, age, or handicap.

Gardner-Webb College Boiling Springs, North Carolina 28017 Telephone 704-434-2361

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Gardner-Webb College

1977-78 Catalog



Gardner-Webb College

1977-78 Catalog




JOHN R. DOVER MEMORIAL LIBRARY

STUDENT LIFE

The Gardner-Webb student is involved with and is able to participate in any number of special activities outside the classroom. Extracurricular clubs and organizations are an important facet of campus life. The college administration believes that diversified collegiate activites are necessary for a complete and well-rounded education. The spirit of the administration, therefore, is one of encouragement, with a view to making each activity contribute its utmost toward the growth and development of the individual.

The Gardner-Webb Student Handbook contains information regarding student government, rules and regulations, social life, campus organizations, dormitory regulations, laundry services, and other matters pertaining to college activities.

In general, all students at Gardner-Webb are assumed to possess the maturity, integrity, concern, interest, and responsibility needed to conduct themselves as ladies and gentlemen, with due regard for the feelings and rights of others.

Student Participation in Governance

Student Government Association (SGA): The Student Government Association of Gardner-Webb College includes in its membership all students of the college. The major branches of the SGA are the Student Senate, the Executive Body, and the College Judicial Council. The duties and responsibilities are contained within the SGA Constitution and Bylaws. The SGA promotes the general welfare of the student body, encourages extracurricular activities, and supports all campus social and service projects and campus elections.

The College Judicial Council is largely responsible for citizenship in the college community and for student discipline, campus code violations, and appeals from lesser judicial bodies. All disciplinary cases resulting in suspension or expulsion will be finally heard by the Executive Committee of the college.

Association of Women Students (AWS): AWS is made up of all women students. AWS is responsible for initiating and directing all activities related to the interests and welfare of women students. Each residence hall for women has an organized house council directly related to AWS.

Male House Councils: The Male House Councils are responsible for initiating and directing all activities related to the interests and welfare of men students. Each residence hall for men has a president, vice-president, and secretary-treasurer.

Campus Code

The Code of Conduct is an official part of Gardner-Webb College and gives life on our campus a special personality. We believe it represents values necessary for an open educational community. Students who enroll at Gardner-Webb agree to abide by this Code. The following activities could be considered to be in violation:

1. *Dishonesty,* such as cheating, plagiarism, forgery, or knowingly furnishing false information.
2. *Theft* or damage to property of Gardner-Webb College or a member of the college community.
3. *Immorality,* engaging in lewd, obscene or offensive behavior, speech or writing.
4. *Use or possession of alcoholic beverages or drugs* on campus or at college-related functions, or disorderly conduct on the Gardner-Webb College campus as a result of having consumed alcoholic beverages, beer, and/or drugs.
5. *Gambling* in all forms.
6. *Hazing* as defined by North Carolina Statute 14-35: "to annoy any student by playing abusive or ridiculous tricks upon him, to frighten, scold, beat or harass him, or to subject him to personal indignity."
7. *Unkempt appearance.* Men and women should be neatly and appropriately dressed at all times and in keeping with the campus dress code.
8. *Demonstrations, riots, or disruptive behavior* which interferes with the purpose of the college.
9. *Disrespectful and/or insubordinate behavior,* failure to respond to an official notice from an administrator, faculty, or SGA officer.
10. *Use, possession, or distribution on campus of firearms, explosive, fireworks, or knives* of unlawful length.

NOTE: All cases resulting in suspension or dismissal are to be reviewed by the Executive Committee of the college.

Organizations and Activities

Recognizing that active participation in student activities is a significant part of a student's total educational experience at Gardner-Webb College, many clubs and organizations offer opportunities of a varied nature so as to provide a well-rounded program to meet the needs of our student body. All clubs and organizations are faculty sponsored.

Specific information regarding qualifications for membership and offices in campus organizations is contained in the Student Handbook and the Student Government Association constitution.

No secret societies are allowed among the students, and no organization is permitted unless approved as indicated below.

Interclub Council (ICC): ICC coordinates organizations on the Gardner-Webb campus. Any group planning to organize a new club or organization must follow the steps and policies governing the forming and affiliation of an organization. Various forms are acquired from the office of the Director of Student Activities. Clubs and organizations pertain to student life, academic disciplines, and religious, honor or special services.

Religious Activities

The college hopes that each person will find a place in the religious life of the campus and community. Many students affiliate with and become active in local churches but a variety of campus religious activities are also available to provide opportunities for Christian growth.

Weekly required convocations provide opportunities for the entire student body to be together, contributing to the distinctly different quality of life at Gardner-Webb. Programs feature outstanding personalities who have distinct contributions to make to the intellectual, cultural, and spiritual life of the student body.

A religious emphasis week is held each semester. Persons competent in their fields not only lead group activites but meet students on a person-to-person basis during the week.

The Baptist Student Union and other denominational groups provide the framework for other religious meetings and activities.

The College Minister coordinates the Baptist Student Union and religous activities and ministers to the spiritual needs of the college family.

The Director of Church Relations enables the college to express emphatically its kinship with individual churches. Through this office, Gardner-Webb people and programs are taken into the

advance. Upperclassmen have the opportunity near the end of each semester to make requests for rooms. The Director of Men's/Women's Services reserves the right to make room changes at any time when such changes may be necessary.

Key Deposit: A key deposit of $5.00 will be made when a room key is issued by the Residence Hall Director. The deposit will be refunded when the key is returned to the Residence Hall Director who issued it. It is most important that keys be returned when giving up a room. Lost keys may be replaced through the Director of Men's/Women's Services for $5.00.

Housing For Women

James Webb Gardner Memorial Dormitory (Decker Hall): This three-story structure completed in the fall of 1948 at a cost of $230,000 is fireproof and furnishes attractive accommodations for 140 women. It is named in honor of the son of the late Mr. and Mrs. O. Max Gardner, Sr.

Hoey-Anthony-Padgett-Young Dormitory: The central section of this dormitory was constructed in 1946. The wings were added in 1948 to form an open quadrangle. The buildings were named by the Trustees as follows: The Suttle Dormitory is the east wing of the quadrangle, named in honor of the late Reverend John W. Suttle of Shelby, and the McMurry Dormitory is the west wing, named in honor of the late A. W. McMurry of Shelby. Hoey-Anthony Dormitory is the first floor of the central building, named in honor of the late Senator Clyde R. Hoey and in memory of his wife, Bess Gardner Hoey of Shelby, and in memory of J. A. Anthony and his wife, Ollie Gardner Anthony of Shelby. The Padgett-Young Dormitory is the second floor, named in memory of Tilden R. Padgett and his wife, Cleo King Padgett of Forest City, and in memory of Dr. Guilford Young and his wife, Florence Jackson Young of Forest City. This building has been remodeled to accommodate 120 young women.

Stroup Dormitory: First used during the 1956-57 school year, the Stroup Dormitory provides living space for 100 women. It is a three-story, fireproof brick structure, with adequate parlors, reading rooms, recreation areas, kitchenette, and laundry room. It is named in honor of Mrs. Mae Cline Stroup, a benefactor of the college, and in memory of her husband, Rush Stroup.

Nanney Hall: Completed in 1967, this residence houses 64 women students. It is a two-story solid masonry building equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. The building has a fully furnished lounge adjacent to a two-room furnished apartment for the director. Nanney Hall is named in honor of C. P. and Irene Nanney of Gastonia, an unassuming and generous couple who have done much for the youth of this state and other parts of the world.

The Campus House: This brick veneer building was obtained for student housing in 1968. An addition was made in 1974 to allow accommodations for 40 women.

Housing For Men

Lutz-Yelton Hall: This three and one-half story solid masonry building is designed to house 100 men. Each room is equipped with individual thermostats to control heat. This impressive building, completed in 1963 occupies a prominent position on a sloping hill adjacent to the physical education facilities and across the circle from the Withrow Science Building. The building is named in honor of the Lutz-Yelton Companies of Shelby and their stockholders.

Mauney Hall: This four story solid masonry building was completed in August of 1965. It is equipped with individual thermostats to control heat and houses 112 men. It is located adjacent to Lutz-Yelton Hall and across the road from the spring from which the town derives its name. This building is named in honor of Mr. and Mrs. W. K. Mauney, Sr. and in memory of Mr. and Mrs. D. C. Mauney of Kings Mountain.

Myers Hall: Named in honor of the late Mr. Albert G. Myers, Sr. of Gastonia, banking and textile industrialist and friend of the college, the building was completed in 1967. This residence houses 64 men. A two story solid masonry building, it is equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. It has a fully furnished lounge, adjacent to which is a two-room furnished apartment for the counselor.

Royster Hall: This residence hall, which houses 60 male students, was formerly Royster Memorial Hospital. When construction of Crawley Memorial Hospital was completed in August of 1977, this one-story masonry building was renovated for dormitory use. It is located on the north side of West College Street.

R. Patrick Spangler Hall: This residence houses 96 male students adjacent to Myers Hall, and was constructed in 1968. A three story solid masonry building, it is equipped with individual thermostats for heat and air-conditioning. It is fully carpeted, and each room has built-in furniture. Spangler Hall is named in honor of Mr. R. Patrick Spangler of Shelby. Mr. Spangler is a friend and benefactor of the college and has served as national chairman of two of Gardner-Webb's capital gifts campaigns.

Other Housing

The college owns five duplex apartments and fourteen trailers which may be used as needed by faculty or students. The college also owns ten residences occupied by faculty and student families.

Food

ARA Food Services Company of Atlanta, Georiga, a divison of ARA Services Inc. of Philadelphia, Pennsylvania, is the catering service contracted by Gardner-Webb College for cafeteria service. The cafeteria is located in the Charles I. Dover Campus Center. The cafeteria offers attractive and well balanced meals at moderate prices during the two semesters and summer sessions of the school. It is mandatory that all boarding students purchase a meal ticket at the first of each semester or summer term. Two alternate plans are offered: a seven day meal ticket providing 21 meals per week and a five day meal ticket providing 15 meals per week. There are also casual rates offered for day students.

Health

Gardner-Webb College, through its relationship with Crawley Memorial Hospital and the Doctors' Building, which are located near the campus, provides a constructive health program for every student.

The physicians and nurses associated with this health service have daily office hours for students. Physical examinations are given when required and remedial programs suggested.

The hospital facilites serve as an infirmary for students who have minor illnesses or injuries. Emergency cases are received at any time. A charge of $2.00 per visit is made during hours regularly scheduled for Gardner-Webb students.

Services of other medical personnel and prescription medicines are the financial responsibility of the student. Students with special problems are referred to specialists in Shelby or their family physicians.

A thorough medical examination is required of all new students. All candidates for intercollegiate teams are examined carefully before being allowed to participate.

Insurance Program

Each enrolled student is covered with accident insurance. This coverage will protect the student 24 hours a day and is in effect for 12 months. Students have the option to purchase hospitalization coverage for sickness. For further details, contact the Business Office.

Bookstore

The Bookstore handles all the books needed by students for their courses of study, and other student needs such as cosmetics, jewelry, and sundry items are available.

Mail Service

The college operates a branch post office for the delivery of U.S. Mail and intracampus messages. Each boarding student is assigned a campus post office box on a permanent basis. This assignment is his campus address as long as he is a continuing student. This service is the primary means by which the college communicates with the student.

Laundry and Dry Cleaning

Modern dry cleaning plants and a self-service laundry near the campus serve the needs of the students. All residence halls have coin operated washing machines and dryers.

Career Planning and Placement

The Placement Office seeks to assist members of the graduating class as well as former students in obtaining positions in their chosen fields. Students who are selecting their future occupations and need assistance in career planning are encouraged to visit the office for consultation.

The Family Educational Rights and Privacy Act of 1975 provides that students may have access to their placement records under certain conditions and that files may be released only with the written permission of the student. Therefore, all students registering with the Placement Office must sign a Placement Authorization Form.

All employers and schools interviewing on campus must confirm in a written statement to the Placement Office that they are equal opportunity employers.

Since the services of the Placement Office do not end when the graduate has been placed the first time, all graduates are advised to keep their placement files current.



GENERAL INFORMATION

Accreditation

Gardner-Webb is a fully accredited member of the Southern Association of Colleges and Schools and the North Carolina Association of Colleges and Universities. It is also accredited by the National League for Nursing and the North Carolina Board of Higher Education, and is authorized by the immigration authorities of the United States for the training of foreign students.

Purpose

The purpose of Gardner-Webb College is to develop quality Christian students who think for themselves, and who will dedicate themselves to the Christian way of life in the vocation of their own choice. This overarching purpose is implemented through the pursuit of four goals:

1. Providing a liberal arts orientation for all students and offering complete programs of study in the liberal arts to those who desire them.
2. Offering students specialized professional and pre-professional preparation in selected areas.
3. Identifying and serving the educational, spiritual, recreational, cultural, social, and economic needs of its students and others in the surrounding area.
4. Fostering those social, cultural, and ethical standards generally supported by evangelical Christianity (which emphasizes salvation by faith in the atoning death of Jesus Christ through personal conversion, the authority of the Scripture, the proclamation of the Gospel, and personal commitment to Christ).

Gardner-Webb College is a liberal arts college, owned and operated by the Baptist State Convention of North Carolina. Campus life is characterized by friendliness and genuine concern for the individual student.

History

From a movement initiated by the Kings Mountain Baptist Association in 1903, and later joined by the Sandy Run Baptist Association, the Boiling Springs High School, Incorporated, was chartered on December 2, 1905, as an institution "where the young . . . could have the best possible educational advantage under distinctive Christian influence." The institution became Boiling Springs Junior College in 1928, and after struggling through the depression years, it began to emerge during the 1940's.

In 1942, Governor O. Max Gardner began devoting his energy, time and wealth to strengthening and guiding the school. Also that year, the name was changed to Gardner-Webb College in honor of the governor, his wife Mrs. Fay Webb Gardner, and their families.

Philip Lovin Elliott began an 18-year period as president in 1943 and initiated a community-service concept of education. His tenure was also marked by the college being admitted into the North Carolina Baptist family of colleges and being accredited by the Southern Association of Colleges and Schools in 1948.

Dr. E. Eugene Poston was selected president in 1961 and launched the ten-year "Decade of Advance" that resulted in the college being granted full accreditation as a senior college in 1971.

Dr. Craven E. Williams was selected by the Board of Trustees to be the ninth president of the college. His administration began August, 1976.

Presidents

James Blaine Davis, 1928-30
Zeno Wall, 1930-32
James L. Jenkins, 1932-35
A. C. Lovelace, 1935-36
George J. Burnett, 1936-39
J. R. Cantrell, 1939-43
Philip Lovin Elliott, 1943-61
E. Eugene Poston, 1961-76
Craven Edward Williams, 1976-

Location

Gardner-Webb is located in the Piedmont section of western North Carolina, one of the most beautiful and rapidly developing areas of our nation. Both Boiling Springs, the home of the college, and Shelby, a city of 17,000 which is seven miles to the east, are experiencing this growth and development. The college is easily accessible, being located on N.C. 150 and only 3 miles from U.S. 74 and 13 miles from Interstate 85. Charlotte, the largest city in the Carolinas, is about 50 miles east of Boiling Springs.

Campus

A tract of over 200 acres has been used from the 1,200 available acres to accommodate the college campus. It is rolling land dotted with a variety of lovely trees and shrubs. The buildings and facilities are described in detail in subsequent sections of this catalog.

Academic Programs

Gardner-Webb offers three distinct degree programs. The Bachelor of Science and Bachelor of Arts degrees are awarded through the comprehensive, four-year Baccalaureate Degree Program. The Associate Degree Program is a two-year program of study in the areas of business and nursing, resulting in the Associate in Arts degree. Through a special degree program, students may study at the Bowman Gray School of Medicine of Wake Forest University or Charlotte Memorial Hospital to earn the Bachelor of Science Degree in Medical Technology.

The academic calendar features two semesters and two five-week summer terms.

Program for the Deaf

In conjunction with the Department of Deaf Ministries of the Baptist State Convention of North Carolina, Gardner-Webb College provides liberal arts educational opportunities to hearing-impaired students. Certified interpreters and qualified counselors, tutors, and note-takers enable the hearing-impaired student to attend fully-integrated classes and extracurricular activities of the college. The program coordinator is the Reverend Jerry Potter, Director of Deaf Ministries, Baptist State Convention of North Carolina.

Program for Rising High School Seniors

With the consent and recommendation of the high school principal, rising high school seniors may complete their last year of high school at Gardner-Webb College while simultaneously earning full college credit.

High school seniors and rising high school seniors may enroll in Gardner-Webb's summer and evening programs. College credit for work successfully completed will be granted subsequent to high school graduation and matriculation at Gardner-Webb College.

Study Abroad

Through the Departments of Fine Arts, Foreign Languages and Literature, and Religious Studies and Philosophy, students are provided the opportunity to enrich their educational experiences through travel and study in Europe, Latin America, and the Holy Land.

Independent Study

The term "independent study" is reserved for those courses specifically designed as guided reading and/or student-initiated research courses, and offered only by the student's major department.

Independent study is open to students with Junior and Senior standing and requires departmental approval for each participating student. No more than six semester hours credit in independent study may be applied toward graduation requirements.

Summer School

Gardner-Webb offers a summer school for the advantage of (1) those who wish to shorten the time required for their education, (2) those who wish to enrich their education by taking more than the minimum requirements, (3) those who wish to take courses that they need to meet graduation requirements, and (4) those required to attend because of academic deficiencies.

Evening College

Courses are offered during the evening hours to serve those who are unable to attend Gardner-Webb College as day students. Both basic and upper-level courses are included in the curriculum.

For further information concerning summer school or evening college, contact the Dean of the College.

Academic and Administrative Buildings

The E.B. Hamrick Building: This building was built after World War I as a memorial to the young men of the area who had given their lives for the cause of freedom. It was destroyed by fire and rebuilt in 1940. In 1943, it was dedicated and named in honor of the late Mr. E.B. Hamrick, who stood by the college when the future looked dark. It houses an auditorium, a number of classrooms, and offices.

The Bost Physical Education Building and Swimming Pool: Named in honor of the late Mr. L. C. Bost of Shelby and in memory of Mrs. Jean Bost Gardner, it is located between Decker Hall and the athletic field. It is modern in every respect and contains one classroom, a first aid room, lockers, rest rooms, showers, and team rooms. The olympic-sized swimming pool is heated and enclosed for year-round use. This facility is used during the summer months to serve athletic and church-related encampments and to provide recreational programs for students from the community engaged in special learning programs.

The O. Max Gardner Memorial Fine Arts Center: Completed in the autumn of 1948, the building was constructed and furnished by the family of the late Ambassador O. Max Gardner and is a worthy memorial to a great man, who gave new life to the college and who believed in his native county. The first floor contains a band room, music studios, practice rooms, and the Art Department. On the second floor is a lovely student lounge and music recital hall with approximately 3,000 feet of floor space.

The Suttle Tennis Courts: These four courts, originally constructed in 1960, are named in honor of Mr. and Mrs. J. L. Suttle, Jr., and in memory of Mr. J. L. Suttle, Sr., of Shelby, North Carolina. They were completely renovated and lighting was provided in 1976.

The Webb Administration Building: The original structure was completed in the fall of 1960, and an addition was constructed in the summer of 1973. This building houses administrative offices, including those of the president and vice president. The building was built in honor of the late Mrs. O. Max Gardner (Fay Webb), and in memory of her parents, grandparents, and great grandparents. It was made possible by the O. Max Gardner Foundation and is fully air-conditioned. Mrs. Gardner continued the work that her late husband loved — the promotion of Gardner-Webb College.

The A. T. Withrow Science Building: Named in honor of Mr. A. T. Withrow of Charlotte, a benefactor of the college, and occupied in the autumn of 1961, the building has facilities for biology, chemistry, physics, mathematics, and mechanical drawing, a lecture room seating 150, seven offices, and a photographic laboratory.

The Charles I. Dover Campus Center: This two story, air-conditioned building, containing over 40,000 square feet, was completed in 1966. It is named in honor of Mr. Charles I. Dover of Shelby, a longtime friend and benefactor of Gardner-Webb College. This building is multifunctional and features a student lounge furnished in honor of Mrs. Charles I. Dover. It contains the student cafeteria and faculty dining room, the college bookstore, and campus post office. The offices concerned with student services, the student government room, the student publications room, and recreational facilities are located here. The building also houses several faculty offices.

The Ernest W. Spangler Memorial Stadium: Completed in 1966, it includes a football stadium seating 6000, a track, and a fully equipped field house. It is named in memory of Mr. E. W. Spangler, a Shelby businessman, and in honor of his wife, the late Mrs. Verna Patrick Spangler. The field house is named in honor of Mr. V. F. Hamrick of Shelby, N.C.

The David Lindsay Classroom Building: This three story air-conditioned building was completed in 1967 at a cost of approximately $275,000. It was made possible by the late Mr. David Lindsay and his wife, Mrs. Winfred Hubert Lindsay, of Rutherfordton. Classrooms and faculty offices occupy the total available floor space.

Webb-Knoll: The O. Max Gardner Foundation honored the late Mrs. Fay Webb Gardner by presenting this air-conditioned, five-bedroom home to the college for the use of the President and his family in 1968. It is located on a three-acre site in the Riverbend Acres development and has 5,000 feet of floor space. Interior decoration initially was by Mr. Boyce Grindstaff of Grindstaff's Interiors, Inc., Forest City, N.C.

The Suttle-Wall Tower of Light: The unique design of this tower represents the Trinity and Jesus as the Light of the World. It was built in 1969 in memory of Mr. Joseph Linton Suttle by Mr. and Mrs. J. L. Suttle, Jr., and Mr. and Mrs. Lloyd L. Lutz; and Dr. Zeno Wall by members of his family and friends, including men who entered Christian vocations under his ministry.

The Washburn Memorial Building: This brick structure was erected in 1941 by Mr. Seaton A. Washburn in memory of the Washburn families. It was first used as a library but is now being used for classrooms and faculty offices.

The J. R. Dover, Jr., Memorial Chapel: This graceful and inspiring structure, erected in 1972, completes the formal entrance to the campus. The exterior of the chapel with its prominent steeple serves as a reminder that Gardner-Webb is a college of the churches. The interior features a 336-seat auditorium, a conference room, and a Baptist Student Union area provided by the late Mr. T. R. Hendrix, Sr., and his wife, Mrs. Erline Welborn

Hendrix, of High Point, N.C. The lower level provides space for three classrooms and seven faculty offices.

Radio Station WGWG: This 5,000 watt stereo FM educational station broadcasts over a radius of 50 miles and was made possible by the family of Mr. Lee Polk Frans of Hickory, North Carolina, as a memorial in his honor. WGWG began broadcasting in January, 1974, at an assigned frequency of 88.3 Mhz. Studios are located on campus in the president's former home.

The John R. Dover Memorial Library: The building is named in memory of Mr. and Mrs. John R. Dover, Sr., pioneer industrialists of Cleveland County. The present building was erected in 1974. It is a three-story structure, fully carpeted and air-conditioned, designed to accommodate 150,000 volumes with seating for 565 students. The collection consists of more than 90,000 books and bound periodicals, audio-visual materials, phonograph records, microfilm, and microfiche. The holdings include several special book collections, the most notable being the libraries of the local post-Civil War author, Thomas Dixon, the late Dr. R. C. Campbell, and the diaries and scrapbooks of the late Mrs. O. Max Gardner.

The Hubert M. Craig Memorial Classroom Building: This building is named in memory of Hubert M. Craig, Sr., of Gaston County, a trustee of Gardner-Webb College and an advocate of Christian Higher Education. Mr. Craig's widow, his son H. Max Craig, Jr., of Stanley, and two daughters, Mrs. Harry L. Davis of Lincolnton and Mrs. W. C. Hillingsworth of Charlotte, joined in naming this building.



3. Transfer of credits earned through USAFI, CLEP, Advanced Placement, and in some cases, challenge examinations and evaluation of military experiences for college credit. A liberal policy is also maintained regarding transfer of credits from other regionally accredited institutions.

4. A minimum of residence study for service personnel (in some instances as little as one academic year).

Service personnel who enroll at Gardner-Webb College under the institution's present policies will retain the adherence to such a commitment, even if the college for any reason discontinues its membership as a Servicemen's Opportunity College.

Local Testing Program: In order to enrich the program of a gifted student, a student attaining a satisfactory score on a special test administered by the appropriate department of the college may be exempted from the course covered by this test, but will be required to take an advanced course in the same department carrying the same or more credit.

A challenge examination to allow advanced placement with credit for Nursing 101, Fundamentals of Nursing, is available for students who have completed a similar course in patient care in a non-college program. Details may be obtained from the Director of Nursing.

Arrangements for advanced placement through the local testing program are made individually for each student involved, and require the agreement of the Academic Dean and the appropriate academic department.

Admission of Transfer Students

Requirements

1. Formal application for admission, including a small photograph.

2. An official transcript of high school credits, State High School Equivalency Certificate, or record of successfully completed G.E.D. tests.

3. A formal medical report from a physician. (May be supplied after acceptance.)

4. Scholastic Aptitute Test scores from the College Entrance Examination Board.*

5. An official transcript from each institution attended.

6. A formal personal data sheet from the last institution attended.

7. An application fee of $15.

Conditions for Acceptance

The conditions which govern the continuing enrollment and readmission of current and former Gardner-Webb students with regard to academic standing and citizenship govern the acceptability of transfer students.

The student's record is evaluated according to the academic regulations in this catalog, and the retention standards are applied to determine the student's academic standing upon enrollment.

Advanced Standing

General Statement: Gardner-Webb College accepts credit from accredited colleges and universities for college-level courses in which a passing grade was earned. Determination of courses which are considered as college-level is at the discretion of the Academic Dean.

Junior College Students: No more than 64 semester hours will be accepted for graduation credit for students transferring directly from junior colleges to Gardner-Webb. A minimum of 64 additional semester hours must be completed in senior colleges or universities by students having attended junior colleges, with at least the final 30 semester hours at this institution.

Senior College Students: Students transferring from senior institutions must complete their final year of residence, a minimum of 30 semester hours, at Gardner-Webb College.

Readmission of Former Students

Students who are not in attendance for one or more semesters for any reason must submit a formal application for readmission.

Former students who have attended other institutions subsequent to their enrollment at Gardner-Webb must provide:

1. An official transcript from each institution attended.

2. A formal personal data sheet from the last institution attended.

Those regulations concerning the advanced standing of transfer students apply to these students.

Admission of Other Students

The Director of Admissions should be contacted for details concerning the admission of the following types of students.

1. Credit
   (a) College Graduates
   (b) Rising High School Seniors
   (c) Evening School Students
2. Non-Credit
   (a) Music Students
   (b) Auditors
   (c) Others

** Students who have successfully completed one or more quarters or semesters at another institution and have not taken the SAT may be excused from this requirement at the discretion of the Admissions Committee.*



FINANCIAL INFORMATION

General Statement: Because economic conditions fluctuate, the college reserves the right to change tuition and other charges at the beginning of any semester if such change is necessary in the judgment of the Board of Trustees.

Payment of Account: Semester charges are due in full not later than the date of registration and deferment after that is not permitted. Charges may be paid either at that time or may be prepaid before the student's arrival on the campus.

Those who cannot pay in accordance with the foregoing terms or who find it necessary to finance college charges on an installment basis may obtain necessary information from the Business Manager or Financial Aid Officer concerning The Tuition Plan. This plan is made available solely as a convenience and is optional.

Charges: Support through the Baptist State Convention of North Carolina, the Independent Grand Fund of North Carolina, the North Carolina Tuition Grants, earnings from endowment investments, and gifts of alumni, business, industry, and other friends provide funds which enable the college to charge tuition that is less than the actual cost of instruction and other student services (other than room and board).

The part the student pays is as follows:

Item	Per Semester
Tuition	$1,020.00
Board*	see Below
Room Rent:	
Air Conditioned — Deluxe Dormitory	285.00
Air-Conditioned — Mobile Unit	260.00
Regular Dormitory and Community Housing	225.00
Special Fees	
Music — Piano, Voice, Brass (Private)	
Two lessons per week	145.00
One lesson per week	85.00
Organ (Private)	
Two lessons per week	155.00
One lesson per week	90.00
Class Instruction in Applied Music (Piano, Voice, Guitar)	35.00
Data Processing	25.00
Art	40.00
Other Charges	
Application fee (non-refundable)	15.00
Key Deposit (refunded when returned)	5.00
Late Registration Fee	5.00
Schedule Change (after registration day)	5.00
Change of Course (including course drops)	5.00
Make Up Test	2.00
Make Up Final Exam	5.00
Vehicle Registration	15.00
Transcripts (first copy is free)	each 2.00

Due to the difference in individual class schedules, it is not possible to determine in advance the cost of books and supplies. However, books and supplies normally cost between $80.00 and $110.00 per semester, depending upon the courses taken each semester.

Students who take less than 12 hours will be charged $55.00 per semester hour. For further information contact the Academic Dean.

Students who are enrolled for less than 12 hours may audit credit courses for one-half the regular charge. Area residents not desiring college credit may audit a class, with the permission of the instructor, without charge except where special fees are involved.

Advance Deposits: Students accepted for first-time admission to the college and former students not in attendance for one or more semesters are expected to send to the Admissions Office advance payments of $100 for boarding students and $50 for day students by May 1 for the fall semester and by December 15 for the spring semester. Students accepted after these dates are expected to send the deposits within ten days of notification of acceptance.

Students continuing in the college are expected to make their deposits by April 15 for the fall semester, Boarding students deposit $100 and day students $50.

Any student planning to attend summer school is required to make a minimum deposit of $25 by May 1. The fall semester deposit satisfies this requirement for students who intend to enroll in summer school, also.

Failure to make the required deposit by the stated deadline will be interpreted by college officials as indication the student does not plan to enroll at the college in the up-coming semester.

All advance payments will be credited toward charges when the student has enrolled for classes.

After May 1 and December 15 all advance payments are not refundable.

** Board – The College offers a choice of two meal plans; a 5 day Mon.-Fri., and a 7 day plan. All students who reside in the dormitory or live in community housing are required to purchase a board plan in the college cafeteria. It is very difficult to forecast meal cost over 12 months in advance but based on current rates board will cost approximately $340.00 to $370.00 each semester.*

Christian Service Scholarships

Charles I. Dover Scholarship: The Dover Foundation through a gift of $10,000 in 1976 has endowed a $600 annual scholarship for a student preparing for a full-time church related vocation. The recipient will be known as the Charles I. Dover Scholar. The award is made by the Executive Committee of the Christian Service Foundation. It is based on dedication to the cause of Christianity, character, scholarship, and need, without regard to race or demonimation. Application may be made through the Christian Service Foundation.

Christian Service Foundation Scholarships: The Christian Service Foundation of Gardner-Webb College provides scholarships for deserving students preparing for full-time Christian vocational service. The Foundation is supported by gifts from individuals, churches, and private organizations. Approximately one-half of the annual gifts is awarded to needy students and one-half is invested as an endowed scholarship fund.

Christian Vocation Scholarships: Each student pursuing a Christian vocation may qualify for an annual $250 scholarship provided he or she maintains a "C" average on all work attempted and provided he or she submits the application by July 1.

F.O.C.U.S. Scholarships: The Fellowship of Christians United in Service gives four $200 scholarships each year. One scholarship is awarded to the past president of the organization, and three are awarded to members nominated by the organization and approved by the Financial Aid Committee.

Ministers' Dependents Scholarships: An annual $125 scholarship is avilable to the dependent of an active minister if the applicant submits the application by July 1, and if he or she maintains a "C" average on all work attempted.

Acteen Studiact Scholarships: A young woman who has been involved in the Acteens individual achievement plan, Studiact, may receive a scholarship ranging in value from $400 to $1,200. These scholarships are made available by Gardner-Webb College and are based on the number of Studiact awards received and/or the financial need of the applicant. Deadline is April 1.

Royal Ambassadors Service Aide Scholarships: A young man who has been involved in the Royal Ambassador Service Aide program may receive a scholarship ranging in value from $400 to $1,200. These scholarships are made available by Gardner-Webb College and are based on the number of service aid awards received and/or the financial need of the applicant. Deadline is April 1.

Endowed Scholarships

Clarence N. Peeler Andrews Memorial Scholarship Fund: The late Mrs. Hattie Peeler Self of Cherryville, North Carolina, and her daughter and son-in-law, Dr. and Mrs. W. B. Andrews, established a trust fund of $10,000 in memory of Clarence N. Peeler Andrews, grandson and son of the donors. The income from this fund is used to aid worthy young men and women attending Gardner-Webb College.

C. L. Beam Memorial Scholarship: In 1966 Mr. Charles Grier Beam, Chairman, Board of Directors, Carolina Freight Carriers Corporation, created a $12,000 endowed scholarship to be named in honor of his mother, Mrs. Nancy Jean Beam of Lincoln County, and in memory of his father, Charles Lester Beam. Income from this scholarship is used to assist in educating a deserving and needy student with preference to those from Gaston, Cleveland, or Lincoln Counties in North Carolina. Mr. Beam has stressed need as one of the prime considerations to be used in deciding who receives the grant.

Mr. and Mrs. Howard Berry Memorial Scholarship Fund: This fund was established by Mrs. Howard S. Berry of Valdese, North Carolina, and the late Mr. Berry, to help worthy and needy students as determined by the Financial Aid Committee of the college. This fund may be increased from time to time, and the interest is used to aid students.

Biblical Languages Endowed Scholarship Fund: This fund was established in 1970 by a group of people interested in promoting the study of Biblical Languages and in helping needy students who are concentrating in these languages. The income from this endowed fund is used as scholarship aid for able and deserving students majoring in Biblical Literature and Languages.

George and Ida Wood Blanton Scholarship: In 1955 George Blanton and Ida Wood Blanton of Shelby, North Carolina, created a $10,000 trust fund for the purpose of encouraging and promoting the education of capable and deserving young men and women through the facilities of Gardner-Webb College.

George Henry and Martha Jane Memorial Scholarship Fund: In 1965 Mr. L. H. Brittain of Shelby, North Carolina, gave property valued at $13,500 to the college for the purpose of endowing a scholarship in memory of his parents, George Henry and Martha Jane Brittain.

Ensign Ronald Franklin Carpenter Memorial Scholarship fund: This endowed scholarship fund of $1,000 was established by Mr. and Mrs. John F. Carpenter and family in memory of their son. The scholarship is to be awarded to a student who has academic ability and financial need, preferably from Rutherfordton County, but other areas are not to be excluded. This fund may be increased from year to year.

Mrs. Cora C. Costner Memorial Scholarship Fund: This fund was established in 1976 by Mr. and Mrs. W. F. Parker, daughter and son-in-law of Mrs. Costner. Preference will be shown in awarding the grant to students from Cleveland and Rutherford counties.

George Wayne DeHart Scholarship for Ministerial Students: This special fund was made possible by the friends of the late Mr. DeHart. The fund is open and can be added to at any time. The Financial Aid Committee of the college will choose the recipients.

Clyde J. Dotson Endowed Scholarship Fund: A pioneer missionary to Africa, the Reverend Clyde J. Dotson was honored by the creation of this scholarship fund by his daughter and son-in-law, Dr. and Mrs. T. L. Warren, of Hickory, North Carolina. The fund is increasing through gifts from Mr. Dotson's family and friends and is designated to assist international students who are dedicated Christians.

J. R. Dover, Jr., Memorial Scholarship Fund: In 1962, J. R. Dover, Jr., made an initial gift of $5,000 to establish an endowed fund for scholarships. Since Mr. Dover's death in 1963, this fund has increased to $50,000 by gifts from relatives and friends of Mr. Dover.

Joseph W. Geddes Engineering Scholarship: In 1971 the college received a $20,000 grant from the estate of Mr. Joseph W. Geddes for the purpose of establishing an endowed pre-engineering scholarship in his name for needy and worthy students. Mr. Geddes was a native of Scotland, a graduate of Edinburgh and Glasgow Universities, and the University of London. He worked with the restoration of Colonial Williamsburg, Virginia, and was engineer for the restoration of the White House in 1948, the building of the famous Mayflower Hotel, the Italian Embassy, and the National Theatre in Washington, D.C. Mr. Geddes came to Cleveland County with his wife to be the chief engineer in the building of the Pittsburgh Plate Glass Plant and retired here.

Virgil M. Hailey Scholarship Fund: The pastor emeritus of North Kannapolis Baptist Church, The Reverend Virgil M. Hailey, was honored in 1972 by the establishment of this endowed scholarship fund. A number of congregations served by Rev. Hailey have contributed to the fund, and additions to it may be made at any time. Income from the fund is used to assist worthy students from the Cabarrus County area.

Hamrick-Perry Endowed Scholarship Fund: Mr. and Mrs. Dwight S. Perry of Lawndale, North Carolina, established an endowed fund in memory of their parents, Mr. and Mrs. William S. Perry and Mr. and Mrs. Henry Hamrick. In the awarding of this scholarship, preference is given to the student interested in the Christian ministry, nursing, or education professions.

Willie D. and Murleen G. Hall Work Study Program: This program was established by Mr. and Mrs. Hall to aid deserving and needy full-time Christian vocational students. Work grants are provided from interest received from this fund. This is an open fund that may be increased in the future.

Florence Hamrick and Roland M. Hamrick Athletic Scholarship Fund: In 1965 Roland M. Hamrick, Jr., and Thomas B. Hamrick made a gift to the college in the amount of $12,000 to endow an athletic scholarship in honor of their parents, Florence Hamrick and Roland M. Hamrick, Sr. The interest earned from this gift is awarded to deserving athletes.

Thomas B. Hamrick Endowed Scholarship Fund: This is a $12,000 endowed athletic scholarship to be presented to deserving athletes in memory of Thomas B. Hamrick, who served Gardner-Webb athletes through his outstanding support and loyalty. It is given by the immediate Hamrick family.

A. D. and Ruth Park Harmon Memorial Scholarship Fund: Established by the late Troy Harmon, an alumnus and former employee of Gardner-Webb College, in memory of his mother and in honor of his father. Troy was killed in an automobile accident while serving as a student pastor. He was a student at the Southern Baptist Theological Seminary in Louisville, Kentucky. The scholarship is given to students entering full-time Christian service. It was the intent of the donor that the recipients of the scholarships would replace the amount received so that more students could be helped in the future.

M. G. Martin Endowed Scholarship Fund: In 1927 Mrs. Ellen Bostic Martin of Mooresboro, North Carolina, gave the school $2,500 for the purpose of creating and establishing the M. G. Martin Memorial Scholarship. The interest from this fund is used for the education of ministerial students, preferably those related to M. G. or Ellen Bostic Martin.

Randolph Martin Endowed Scholarship Fund: This fund was established in 1969 by Mrs. Randolph Martin and their children, Conrad and Julia, in memory of her husband. Its income is used to help deserving students obtain a Christian higher education at Gardner-Webb College. Financial need and ability are considered in awarding the scholarship.

Mr. and Mrs. B. S. Mauney Memorial Endowed Scholarship Fund: This scholarship fund was established in 1973 by the late Mr. and Mrs. B. S. Mauney. The income is used to provide scholarships for young men and women who are unable to pay to attend Gardner-Webb College.

Mr. and Mrs. M. A. (Brick) Morris Endowed Scholarship: This $10,000 scholarship is made possible by Mr. and Mrs. M. A. (Brick) Morris for students of good character who are in financial need. Students from South Carolina are considered first. If there is no deserving student from South Carolina, the Financial Aid Committee will select a deserving student from another area.

Porter Brothers, Inc. Endowed Scholarship: In 1970 an endowed scholarship fund of $12,000 was established by Porter Brothers, Inc. of Shelby, North Carolina. Income from the fund is used to assist needy and worthy students.

Minnie Conner Poston Memorial Endowed Scholarship Fund: This scholarship was established from gifts and memorials made to the college in memory of Mrs. Minnie Poston, mother of Dr. Eugene Poston, former president of Gardner-Webb College. The scholarship is awarded to needy, well-qualified students.

Thomas P. Pruitt, Sr., Endowed Scholarship Fund: Mr. Pruitt was an outstanding Christian layman known for his service to the First Baptist Church of Hickory, North Carolina, and the North Carolina and Southern Baptist Conventions. He is being honored through this fund by his wife, children, and friends. Needy Christian students are assisted through the income from this fund.

Race Path Baptist Church Endowed Scholarship Fund: An endowed scholarship fund was established by the Race Path Baptist Church of the Sandy Run Baptist Association. The income from this fund is used as scholarship aid for an able and deserving student majoring in Biblical Literature and Languages.

Royster Memorial Scholarship: Established in 1965 by the late D. W. Royster, Sr., of Shelby, North Carolina, this $4,500 endowed scholarship is named in memory of his parents, Dr. S. S. Royster and Mrs. Olive B. Royster. Royster Memorial Hospital at Boiling Springs is named in Dr. Royster's memory, also. Income from this scholarship is used to assist needy and qualified students at Gardner-Webb College.

D. W. Royster, Sr. Memorial Endowed Scholarship Fund: Established by the family and friends of D. W. Royster, Sr., this is an open fund and may be added to at any time. The recipient is chosen by the Financial Aid Committee of the college.

Mr. and Mrs. Ray Small Endowed Academic Scholarship Fund: This fund has been established by Mr. and Mrs. Ray Small of Lincolnton, North Carolina, because of their interest in Christian higher education. The earnings from this fund are awarded annually to deserving students.

C. R. and Elizabeth Spangler Scholarship: This scholarship is made possible by Mr. and Mrs. C. R. Spangler and Mr. and Mrs. Ralph Spangler of Cleveland County, North Carolina. It is granted on the basis of Christian character and financial need of qualified students, and preference is given to Cleveland County students.

George Edward Sweet Memorial Endowed Scholarship: This is an endowed scholarship established by the family and the friends of Mr. Sweet. The scholarship is an open one and may be increased each year. It is awarded to a needy and worthy student.

Union Baptist Church Endowed Scholarship Fund: An endowed scholarship fund was established in 1970 by the Union Baptist Church of the Kings Mountain Baptist Association. The income from this fund is used as scholarship aid for an able and deserving student majoring in Biblical Literature and Languages.

Margaret Young Memorial Scholarship Fund: In 1966 Mr. J. F. Alexander, Mrs. Martha Howe, and Mrs. Kathleen Alexander Carpenter, all of Salisbury, North Carolina, created a $12,000 endowed scholarship as a memorial to Margaret Young.

Other Endowed Scholarships

Jack Hunt Endowed Scholarship Fund
Mrs. W. C. Lattimore Endowed Scholarship
Mr. and Mrs. Everette G. Spurling Endowed Scholarship
Lee B. Weathers Endowed Scholarship Fund

Annual Scholarships

Alpha Epsilon Recruitment Grant: This $200 scholarship is given by the Alpha Epsilon Chapter of Delta Kappa Gamma, an educational, honorary, and professional society, to a worthy student interested in teaching.

Lena Niven Ayers Christian Vocation Scholarship Fund: This fund was established in 1975 by Mr. and Mrs. John F. Ayers, Jr., of Charlotte, North Carolina, in memory of his mother, Mrs. Lena Niven Ayers, for her faithful service as a voluntary Bible teacher in the elementary schools of Charlotte and as a member of the Oak Grove Church of Boone, North Carolina. Gifts to the fund from family and friends are welcomed and are distributed to needy students pursuing full-time Christian vocations.

Loretta Phillips Cudd Scholarship Fund: This fund was established to help worthy and needy students at Gardner-Webb College. Mrs. Cudd was a student at Gardner-Webb during 1946-49. The recipient will be chosen by the Financial Aid Committee of the college.

S. C. Harrill Scholarship Fund: Mr. and Mrs. S.C. Harrill of Lattimore, North Carolina, present a $250 scholarship to assist in educating a deserving and needy Southern Baptist missionary, missionary doctor, missionary nurse, missionary teacher, or ministerial student approved by his or her local church and association, provided at least a "C" average is maintained on all college work. This scholarship was established in 1969.

Lattimore Baptist Church Scholarship: The Lattimore Baptist Church gives two $500 scholarships annually for ministerial students. These scholarships are awarded to needy, worthy students who plan to enter the ministry or full-time Christian service.

Lewis-Weddle Scholarship: A $500 scholarship is given by Mr. J. Thurman Lewis and the late Dr. Lewis in honor of their parents, Mr. and Mrs. John Terry Lewis of Meredian, Mississippi, and the Reverend and Mrs. Paul S. Weddle, Sr. of Bellefontaine, Mississippi, to an able and deserving student majoring in Biblical Literature and Languages.

Lutz Scholarship: A $180 scholarship is given annually by Mr. and Mrs. Melvin R. Lutz, Jr., to an able and deserving student majoring in Biblical Literature and Languages.

Wilma L. McCurdy Memorial Fund Scholarships: The trustees of the Wilma L. McCurdy Scholarship Fund desire that Gardner-Webb College give special consideration in awarding the scholarships to worthy students from Stanly County. However, all scholarships must be awarded to worthy students of North Carolina.

Women of the Moose Scholarship: In 1974 the Women's Auxiliary of the Moose Lodge, Shelby, North Carolina, established an annual scholarship to be given to a needy nursing student.

Ethel Blanton Spangler Scholarship: This scholarship is given by Mr. J. Edwin Spangler of Shelby, North Carolina, in memory of his mother to a deserving student who makes average or better grades, is of good character, and who deserves recognition.

D. A. Tedder Scholarship: This is a $100 scholarship given in memory of the Reverend Daniel Allen Tedder of Shelby, North Carolina, by his daughters, Mrs. Russell Lumer, Mrs. H. E. Eisenberger, and Mrs. Frederick J. Swift, to an able and deserving ministerial student.

Wilbur Wilson Memorial Scholarship: This scholarship is awarded to a freshman student who plans to return to Gardner-Webb College. The award is decided on the basis of academic attainment and Christian commitment. It is given in memory of Mr. Wilbur Wilson, who spent the greater part of his life in education and who served his church and denomination faithfully. He served as a deacon and Sunday School superintendent at Dover and First Baptist Churches in Shelby, North Carolina and at the Central Baptist Church in Miami, Florida. The award is presented by his wife, Mrs. Eula M. Wilson.

Gardner-Webb College Loan Funds

The following guidelines govern the Gardner-Webb College revolving loan funds:

1. All transactions such as signing the promissory note are made directly with the student, who must be enrolled in good standing or accepted for enrollment at Gardner-Webb College.

2. The maximum loan for an academic year cannot exceed the student's total cost of education less other financial aid received.

3. Terms of the loan:

(a) Repayment begins six (6) months after termnination of education at Gardner-Webb College.

(b) The rate of repayment is $30 monthly.

(c) The rate of interest is seven (7) percent of the unpaid balance.

(d) The borrower is responsible for any litigation fees incurred because of delinquency.

4. The student must reapply when additional funds are needed since loans are not automatically renewed.

5. Separate applications are required for summer loans.

Loan Funds

Deck W. Andrews Loan Fund for Business Majors: This loan fund was initiated in March, 1970, by the Department of Business Administration for majors within the Department who are having difficulty financing their education. The amount of the loan should not exceed the cost of tuition and is available to juniors or seniors who have established their major.

C. B. Baker Loan Fund: Mr. C. B. Baker of Hickory, North Carolina, bequeathed part of his estate to Gardner-Webb College. This amounted to $7,500 and is used to help students dedicated to full-time Christian service.

Beaver Dam Baptist Church Fund: The Beaver Dam Baptist Church of the Kings Mountain Association has provided a loan fund to be used in $100 allotments by worthy young men and women with the understanding that the young people of Beaver Dam Church have first consideration in awarding these funds.

Minerva C. Bland Endowed Memorial Scholarship-Loan Fund: This fund was established by Mr. and Mrs. Charles B. Camp of Shelby, North Carolina. This is an open fund that may be increased at any time. First consideration will be given to students at Gardner-Webb from the Second Baptist Church of Shelby, North Carolina, who are preparing for full-time church-related Christian service. Second consideration will be given to students from the same church who are dedicated Christians and need financial aid. Recipients are encouraged to contribute to the fund after they have repaid the loan for the purpose of helping future students.

Boiling Springs Baptist Church Loan Fund: In 1973 Boiling Springs Baptist Church established a student loan fund with an initial gift of $2,500 to help worthy and needy students in acquiring a Christian education at Gardner-Webb College. Students benefiting from this loan will repay the amount plus interest after graduation on terms set forth by the college.

J. Herbert Bridges Loan Fund: In 1949 J. Herbert Bridges of Charlotte established a loan fund for worthy and needy students.

W. B. and Louise P. Camp Loan Fund: Established in 1972 by Mr. and Mrs. W. B. Camp of Bakersfield, California, this fund is intended to help defray the expenses of needy and worthy students — Christian students of good character who do not use alcohol or tobacco.

Beuna B. Carpenter Floral Loan Fund: The fund was established to assist those who are preparing for any phase of full-time Christian service. Additions to the fund may be made at any time.

Mr. and Mrs. Thomas Ray Causby Endowed Loan Fund: This loan is awarded to a worthy student selected by the Financial Aid Committee. The recipient may make a contribution to the fund to help future students.

R. I. Corbett Ministerial Loan Fund: The Reverend R. I. Corbett of Marion, North Carolina, bequeathed stock worth approximately $8,000 to establish this fund. Interest from the fund is loaned to worthy students who have chosen a Christian vocation.

A. V. Dedmon Memorial Loan Fund: This fund was established in 1971 by the family of A. V. Dedmon, Sr., of Shelby, North Carolina, to assist needy students in acquiring a Christian education.

Hubert C. Dixon Mathematics Loan Fund: This fund was established in December, 1975, to provide a source of financial assistance to Junior and Senior Mathematics majors who need financial aid. It was named to honor the memory of Professor Hubert C. Dixon who served Gardner-Webb College well in many capacities for forty-one years.

Elizabeth Extension Homemakers Club Loan Fund: The Elizabeth Extension Homemakers Club of Shelby, North Carolina, has provided a loan fund to be used by a worthy young man or woman. It is to be granted on the basis of Christian character and financial need to a qualified student, preferably from Cleveland County.

P. L. Elliott Memorial Loan Fund: This fund was established by the Elliott family and friends for worthy and needy students. Additions to the fund may be made at any time.

Hattie Nix Gilliatt Memorial Loan Fund: This fund was established in 1957 as a memorial to Hattie Nix Gilliatt of Shelby, North Carolina, to assist needy, worthy students.

Mary Hartwell Groves Loan Fund: Mr. Barron G. Groves established a loan fund on January 10, 1972, in memory of his wife, Mrs. Mary Hartwell Groves, to help needy, deserving students.

Mary Sue Anthony Hamrick Nursing Loan Fund: This fund was established by the family and friends of Mrs. Hamrick to assist needy, worthy Christian students who would exemplify her beliefs. It is an open fund and contributions may be made at any time.

Asbury Carr and Jane Gardner Harrelson Loan Fund: Dr. Michael A. Harrelson and Dr. Lewis G. Harrelson have made gifts of $300 each to Gardner-Webb College to be used as a loan fund for Biology students in honor of their parents, Asbury Carr Harrelson and Jane Gardner Harrelson.

Hendrix Batting Company Loan Fund: A $600 student loan fund was established by Mrs. T. R. Hendrix, Sr., and the late Mr. Hendrix of Trinity, North Carolina. Mr. Hendrix was head of the Hendrix Batting Company of High Point. This fund is available to a worthy student who is in need of financial help.

Marion Hinson Loan Fund: In 1950 Mr. and Mrs. Claude S. Hinson of Belmont, North Carolina, gave $2,500 to establish a student loan as a memorial to their son, Marion Hinson.

J. D. Huggins Memorial Loan Fund: This fund was established October 25, 1975, by Mr. Hanson D. Powers, Sr., in memory of Mr. J. D. Huggins, Sr. It is used to grant loans to worthy and needy students who can make a meaningful contribution to society upon completion of their work at Gardner-Webb College.

Joseph Henry Jones Memorial Loan Fund: This loan in memory of Joseph Henry Jones, who gave his life in the Battle of the Bulge on December 16, 1944, was created by his mother, Mrs. J. H. Jones, and other friends to assist worthy students in obtaining a Christian education.

Garrie L. Kendrick Endowed Loan Fund: This fund was established by Mrs. Garrie L. Kendrick in memory of her husband, who was a faithful member of the Gardner-Webb College Board of Trustees. The interest from this fund is used to aid needy and deserving students. Additions to the fund may be made at any time. The interest from the loans will be added to the principal.

Ada Harris Knowles Loan Fund: The fund was established by Mr. Tom Knowles of Belmont, North Carolina, in 1968 in memory of his mother.

Jimmy Ray Lail Memorial Loan Fund: Jimmy was a Gardner-Webb ministerial student in whose memory this fund was created in 1974 by his wife and daughter, and includes memorials from relatives and friends. Students preparing for full-time Christian service or other vocations are eligible to apply for this loan. Gifts to this loan fund may be made at any time.

John Maclaren Lawrence Memorial Loan Fund: In 1954 the Reverend and Mrs. Tom Lawrence of Cliffside, North Carolina, established a student loan fund as a memorial to their son, John Maclaren Lawrence. First preference is granted to students from Rutherford County.

Wilma L. McCurdy Memorial Fund: Mrs. Wilma L. McCurdy of Albemarle, North Carolina, specified in her will that $5,000 be donated to Gardner-Webb College to provide loans for worthy students from North Carolina.

David Pressley Memorial Loan Fund: In 1956 Gardner-Webb students, faculty members, and friends established a loan fund in memory of David Pressley, a member of the student body who lost his life in an automobile accident.

Reverend and Mrs. H. M. Stroup Endowed Loan Fund: An initial gift of $20,000 by the Reverend H. M. Stroup of Spruce Pine, North Carolina, and the late Mrs. Stroup established this fund. The income is used to aid students preparing for full-time Christian service. Southern Baptist students will receive first consideration, and they must be approved by their local churches, associations, and the Financial Aid Committee.

Ruth Stroup Loan Fund: In 1947, Mrs. Ruth Stroup created in memory of her husband a loan fund which has grown to $15,000. This fund is used for deserving young people, preferably Cleveland County students and ministerial students.

Lee B. Weathers Endowed Loan Fund: Friends of the late Lee B. Weathers, long time publisher and editor of *The Shelby Daily Star* and former trustee of Gardner-Webb College, established this loan fund following his death in 1958. In 1972 the late Mrs. Breta N. Weathers added $5,000 to this fund through her will in memory of her husband. Income from the fund is used as aid for deserving students with preference given to anyone going into journalism or with an interest in public relations or college publications.

Tom and Clara Lee Withrow Loan Fund for Nursing Students: Mr. and Mrs. A. T. Withrow established this fund in 1974-75. The loans are made to students in the Gardner-Webb Nursing Program. The recipients must meet the standards of the college and be in need of financial aid. The money will be repaid on a schedule set by the Financial Aid Committee of the college. Notes will be executed to guarantee repayment. Students will be encouraged to contribute to the fund after paying off their notes.

Tom Withrow Student Loan Fund: In 1953 A. T. Withrow of Charlotte, North Carolina, established the "Tom Withrow Foundation Fund" for the purpose of aiding needy and worthy students.

Other Loan Funds

Charles Andrews Foreign Language Loan Fund
Board of Associates Loan Fund
Cove Creek Baptist Church Loan Fund
First Baptist Church, Maiden, North Carolina
First Baptist Church, Shelby, North Carolina
Gardner-Webb College Loan Fund
Gastonia Altrusa Loan Fund
Mr. and Mrs. Coleman Goforth Loan Fund
Gold Loan Fund
Dr. C. H. Harrill Loan Fund
Independence National Bank Loan Fund
G. W. and N. B. Kendrick Loan Fund
L.&R. Oil Company Loan Fund
Logan Loan Fund
Roberts Loan Fund
Schenck Loan Fund
Florence Scism Loan Fund
Shelby Box Company Loan Fund
Shelby Kiwanis Club Loan Fund
Shelby Lions Club Loan Fund
Shelby Rotary Club Loan Fund
Mr. and Mrs. T. M. Stanback Loan Fund
Mr. and Mrs. J. O. Terrell Loan Fund
Mrs. Fields Young, Sr., Loan Fund

College Work Program

Gardner-Webb College provides part-time campus employment to a limited number of students who wish to earn a portion of their college expenses by working. Students interested in securing campus employment should submit the Institutional Data Sheet to the Financial Aid office. Applications should be submitted by April 1. Part-time campus employment for students is available in the cafeteria, residence halls, laboratories, library, and departmental offices.

Federal Assistance Programs

The U. S. Office of Education supports the following five programs of student assistance:

1. Basic Educational Opportunity Grants.
2. Supplemental Educational Opportunity Grants.
3. College Work-Study.
4. National Direct Student Loans.
5. Guaranteed Student Loans.

Any student enrolled at Gardner-Webb College who is a citizen or permanent resident of the United States is eligible to apply for assistance under these programs.

Any student assistance received by a student under Title IV shall entitle the student receiving it to payments only if: (1) that student is maintaining satisfactory progress in the course of study he is pursuing, according to the standards of Gardner-Webb College; (2) that student does not owe a refund on grants previously received at Gardner-Webb, or is not in default on any loan from a student loan fund at Gardner-Webb or a loan made, insured, or guaranteed by the Commissioner under this title for attendance at Gardner-Webb College.

Basic Educational Opportunity Grant (BEOG) Program: Applications are available from Gardner-Webb College, high schools, Talent Search, Upward Bound Projects, and public libraries, or by writing to P. O. Box 84, Washington, D.C. 20044. Notification of eligibility should be received within four weeks following submission of the application. The student is to forward this notification to the Financial Aid Office.

Supplemental Educational Opportunity Grant (SEOG) Program: This program is for students of exceptional financial need who, without the grant, would be unable to continue their education. Applicants are eligible to apply if they are enrolled at least half time at Gardner-Webb College. Awards range from $200 to $1,500 per year and are not to be repaid.

College Work-Study Employment: The college participates in the College Work-Study Program to provide jobs for students who have great financial need and who must earn a part of their educational expenses. Jobs are arranged on campus or off campus with a public or private non-profit agency, such as a hospital, library or recreational facility. Students can also participate in the program in the summer through the PACE Program. This program provides full-time summer jobs for qualified students in approved agencies in their home towns. Students interested in the PACE Program must submit both a Financial Aid Form and a PACE Application. These applications are available by request to the Financial Aid Office or from high school guidance counselors. The applications should be submitted by April 1.

National Direct Student Loan (NDSL) Program: These funds are for students who are enrolled at least half-time and who need a loan to meet their educational expenses. A Gardner-Webb student may borrow up to a total of $5,000 with repayment beginning nine (9) months following graduation or separation from the college for other reasons. During the repayment period three (3) percent interest will be charged on the unpaid balance of the loan principal. Application for this program is to be made through the Financial Aid Office of the college.

Guaranteed Student Loan Program: Loans made directly from a bank, credit union, savings and loan association, or other participating lender willing to make educational loans may be guaranteed by a State or private non-profit agency or insured by the Federal Government. Any student currently enrolled or accepted for enrollment may apply. Maximum loans of $2,500 per year, $7,500 total, and a maximum interest rate of seven (7) per cent must be observed.

The Federal Government will pay the interst on these loans for students who are eligible for Federal Interest Benefits until they begin repayment. Payments begin between nine (9) and twelve (12) months after graduation or other separation from the college, and up to ten (10) years may be taken to repay the loan.

Information and application forms are available from Gardner-Webb College, lenders, State Guarantee Agencies and Regional Offices of the U. S. Office of Education. Applications must be submitted before June 1 each year.

State Assistance Programs

College Foundation Loan Program: Residents of North Carolina enrolled full-time may borrow up to $2,500 per academic year through College Foundation, Inc., with funds provided by the North Carolina Banking and Life Insurance Industries. Loans are insured by the State Education Assistance Authority; and under certain circumstances, the Federal Government will pay the interest during the study and grace periods. Applications may be secured from the Financial Aid Office at Gardner-Webb College or from College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605

North Carolina Legislative Tuition Grants: The 1975 North Carolina General Assembly established a program of tuition grants available to North Carolina residents attending private colleges and universities located within the State. The awards will provide up to $300 to each eligible student during an academic year. To qualify for a NCLTG award a student must:

1. Be a legal resident of North Carolina for the purpose of tuition payment under the terms and conditions of the Residency Manual of the University of North Carolina, and
2. Be enrolled full-time as an undergraduate student in a North Carolina private college or university, and
3. Be certified by an approved institution as to eligibility and enrollment.

In addition to the above grant program, North Carolina residents may qualify for additional assistance from the State if they show need based on their filing of either the forms provided by College Scholarship Service or American College Testing Program (see Procedures for Applying for Financial Assistance).

North Carolina Student Incentive Grant Program (NCSIG): Legal residents of North Carolina accepted for enrollment or enrolled full-time, in good standing, in an undergraduate program of study in an eligible college, university, technical, or vocational school in North Carolina may apply for Student Incentive Grants to help pay their educational expenses. Students must demonstrate "substantial financial need" as determined through the need analysis system of either the College Scholarship Service or American College Testing Program. The amount of each grant will be based on the individual student's demonstrated financial need in relation to resources and cost of education but may not exceed $1,500 per academic year. Application forms may be obtained from the Financial Aid Office or from College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, N. C. 27605. Applications should be received by the Foundation by March 31.

North Carolina Prospective Teachers Scholarship-Loans: The State of North Carolina makes a limited number of awards to North Carolina students planning to enter the public school system of the State to assist them in their education. The award is $900 per year and is a scholarship if the recipient teaches in North Carolina public schools following graduation. The deadline for submitting the application is March 15.

North Carolina Vocational Rehabilitation Program: The State of North Carolina provides financial assistance for residents who have permanent handicaps. Information concerning such aid is available through the Director of Vocational Rehabilitation, State Department of Public Instruction, Raleigh, North Carolina 27600.

Private Assistance Programs

Nido Qubein & Associates, Inc.: High Point area students attending any private North Carolina College and planning a career in youth-related work may qualify for a scholarship. The amounts are flexible and are awarded on the basis of need and academic achievement. Interested students should write to the Scholarship Committee, Nido Qubein and Associates, Inc., P. O. Box 5367, High Point, N. C. 27262. Applications must be received no later than April 15.

The Tuition Plan: Private financing of the student's expenses is available through The Tuition Plan of Concord, New Hampshire. This program features convenient monthly payments and Parent Life Insurance, which guarantees funds for the student's education to continue. Additional information is available from the Business Office.

ACADEMIC INFORMATION

Academic Counseling: Each student is required to consult with an assigned faculty adviser prior to each registration period to plan a course of study.

Academic Load: The unit of credit at Gardner-Webb College is the semester hour. A student is considered full time if enrolled for 12 semester hours or more. No boarding student may be enrolled for less than 12 semester hours at any time during a semester unless given permission by the Housing Committee.

The normal load is 16 semester hours, and any student in good standing may enroll for as many as 18 semester hours. Permission to exceed 18 semester hours must be obtained from the Academic Dean.

The normal load for summer school is 6 semester hours or a 4 semester hour laboratory course. No boarding student may be enrolled for less than 6 semester hours at any time during a summer term unless taking a 4 semester hour laboratory course, or with permission of the Housing Committee. Permission to carry 7 semester hours must be obtained from the Academic Dean.

Course Numbering System: Freshman courses are designated by numbers 100-199; sophomore courses 200-299; junior courses 300-399; and senior courses 400-499. Courses with odd numbers are regularly given in the fall term; courses with even numbers, in the spring term. However, introductory basic courses in many departments will be offered every term so that students may arrange their work in regular sequence, according to the time of entrance.

Registration: Certain days at the beginning of each semester or summer term are set aside for registration. The student is sent detailed instructions concerning the registration procedures. A student will not receive credit for any course for which registration has not been completed.

Late Registration: With special permission a student may be registered during the one week period following the close of the regular registration in any semester. A fee will be charged.

Adding or Changing Courses: The student's schedule of classes may be adjusted by adding or substituting courses with the approval of the Registrar or the Academic Dean within one week from the beginning of the semester. A fee will be charged for any change following the student's initial registration unless it is required by the administration of the college.

Dropping Courses: A student may officially withdraw from a course at any time during a semester or summer term. The Registrar provides the necessary forms, and a fee is required. A grade of **W** (withdrew) is recorded for the course through the two weeks following the end of the mid-term grade report period each semester. Thereafter, a **WP** (withdrew passing) or **WF** (withdrew failing) is recorded. No hours attempted are recorded for the **W** or **WP** grades. Should a student stop attending a course without following the procedure indicated above, the withdrawal is unofficial and a grade of **UF** would be recorded. Hours attempted which cannot be removed by repeating the course would also be recorded.

Auditing Courses: Any full-time student may audit a class without charge with the permission of the instructor of the course. Students who are enrolled for less than 12 hours may audit credit courses for one-half the regular fee. Area residents not desiring credit may audit a class, with the permission of the instructor, without charge except where special fees are involved.

Auditors are subject to the attendance regulations of the college. Additional requirements, if any, are the responsibility of the instructor.

Credit will not be allowed for any course for which a student registers as an auditor.

Taking Courses at Other Institutions: Permission for any Gardner-Webb student to enroll at another institution must be obtained beforehand from the Registrar and requires the consent of the chairman of the department in which the student is majoring. The college is not obligated to accept credit for any course when prior permission has not been granted.

Withdrawal, Suspension, and Expulsion: Voluntary termination of enrollment during the course of a semester or summer term is defined as withdrawal. Dismissal from school for a specified period of time is suspension, and expulsion is dismissal for an unspecified period of time.

Any student leaving school before the end of a term is required to secure a withdrawal form from the Registrar's Office, complete it in full, and return it to the Business Office Honorable dismissal is granted only if these procedures are followed, and failure to comply will result in the recording of the **UF** grade on all work taken that term.

Classification of Students

Students are classified at the beginning of the regular school year or at the time of entrance if this is other than the beginning of the school year:

1. Freshmen — Students fully qualified academically for credit as specified in admission requirements who have earned no college credits or who have less than 30 semester hours of credit.
2. Sophomores — Students fully qualified academically for credit who have earned 30 or more semester hours of credit, but less than 60 semester hours.
3. Juniors — Students fully qualified academically for credit who have earned 60 or more hours of credit, but less than 90 semester hours.
4. Seniors — Students fully qualified academically for credit who have earned 90 or more semester hours of credit.
5. Special Students

(a) Credit students — College graduates and rising high school seniors.

(b) Non-credit students — Auditors, music students not desiring credit, and a limited number of adults admitted to regular classes regardless of previous training.

Class Attendance

General Regulations

1. Since each class meeting is important, and the student is responsible for all of the work — including tests and assignments — of all class meetings, attendance is expected at all class meetings unless the student is providentially hindered or representing the college.
2. The instructor is responsible for recording all absences, for excusing absences, and enforcing these attendance regulations.
3. Serious personal illness or accident and a death in the immediate family are valid excuses; normal contingencies, such as medical appointments, special occasions, and minor emergencies are not valid excuses. (Medical excuses should be signed by a physician or nurse.)
4. No absence without excuse is allowed at the time of an announced test or examination.

5. No absence without excuse is allowed in any laboratory work, and all laboratory work must be made up to the satisfaction of the instructor.

6. Three unexcused tardies count as an unexcused absence. (The student is responsible for clearing tardies with the instructor at the end of the class in which the tardy is recorded.)

7. Being late more than fifteen minutes counts as an absence.

8. Failure to wait ten minutes from the beginning of the period for the arrival of the instructor counts as an absence.

9. For each unexcused absence in excess of that which is allowed below, the instructor may deduct three points from the student's semester grade in that course.

10. After the fourth unexcused absence in any course, the Registrar will be notified, and the student will be called in for counseling.

11. Credit will not be granted for any class in which absences exceed 25 percent. Maximum allowable absences from lecture periods for any reason(s) follow.

Class Meetings Per Week	Maximum Allowable Absences
1	3
2	7
3	11
4	15
5	18

Specific Regulations

1. For Certain Students: The following students are allowed no unexcused absences:

(a) All freshmen in their first semester of study at Gardner-Webb College.

(b) All students on academic probation.

(c) Students with Quality Point Ratios less than 1.5.

2. For Juniors and Seniors Having a QPR of 2.0 or Above: To take care of normal contingencies — such as medical appointments, special occasions, and minor emergencies — a student is allowed two hours absence without excuse per semester for each hour of credit in each class. In case of classes with sessions of 1½ hours each only four absences are allowed per semester. Any absence in excess of two hours per credit hour must be shown to be an unpreventable emergency.

3. For All Other Students: To take care of normal contingencies — such as medical appointments, special occasions, and minor emergencies — a student is allowed one hour absence without excuse per semester for each hour of credit in each class. In case of classes with sessions of 1½ hours each only two absences are allowed per semester. Any absence in excess of one hour per credit hour must be shown to be an unpreventable emergency.

Grading System

The **I** grade indicates that the student has not completed course requirements within the time limits of the term. It may be assigned only if the student has made arrangements with the instructor prior to the date of the final examination and only if the student has a valid excuse. Serious personal illness or accident and a death in the immediate family are valid excuses. An **I** automatically becomes an **F** unless course requirements are completed within the next semester and counts as an **F** in the student's QPR until it is completed.

The **W** is recorded for each course officially dropped through two weeks following the end of the mid-term grade report period in each given semester. After this, a **WP** or **WF** will be recorded for each course officially dropped. Students who officially withdraw from school and those who are suspended receive a grade **WP** or **WF** depending on their progress in each course at the time of withdrawal or suspension.

A **UF** is recorded for all courses should a student drop out of school without following official withdrawal procedures. It is also recorded for individual courses which the student drops unofficially by non-attendance. Hours attempted with a grade of **UF** cannot be removed.

The **FA** grade is used to signify that the student's level of performance was passing, but credit could not be allowed because of absences.

Quality Point Ratio

The student's general academic performance is indicated by a Quality Point Ratio, abbreviated QPR. This figure is determined by dividing attempted semester hours into earned quality points. Three Quality Point Ratios are significant for each student: the semester QPR; the QPR for work taken at Gardner-Webb; and the overall QPR, which includes any work taken at other institutions and the student's work at Gardner-Webb.

Repeating Courses

A course with a grade of **D, F, I, WF,** or **FA** may be repeated. When a course is repeated, only the higher grade is counted in computing the Gardner-Webb and overall QPRs.

Examinations and Reports

Written examinations are required in every course at the end of each semester. Students who do not take these examinations at the scheduled time will receive a failing grade in that subject unless excused by the Academic Dean. If the student is excused, the grade will be recorded as Incomplete.

Grading System		Hours Attempted Per Credit Hour	Quality Points Per Credit Hour
A	— Excellent (95-100)	1	4
B	— Above average (88-94)	1	3
C	— Average (78-87)	1	2
D	— Below average, passing (70-77)	1	1
F	— Failure (below 70)	1	0
P	— Passing	0	0
I	— Incomplete	1	0
IP	— In progress	0	0
W	— Withdrew without penalty	0	0
WP	— Withdrew passing	0	0
WF	— Withdrew failing	1	0
UF	— Withdrew unofficially	1	0
FA	— Failure due to excessive absences	1	0

If a student is absent from a test which has been previously scheduled, a grade of zero is given on that test and a second test is not allowed unless recommended by the teacher. A charge of $2.00 for a test and $5.00 for a final examination will be made unless the absence was for emergency reasons.

Reports of the student's progress are made at the end of each nine weeks. Summaries of these reports are given to the students at the end of each grading period. Parents are mailed mid-semester grades only if the student's progress for any given period is not satisfactory. Only the final semester grade is recorded on the student's permanent record, but no grades will be released if an account is in arrears unless satisfactory arrangements can be made with the Business Office.

Transcripts

The Registrar will furnish transcripts of credit on request. One official transcript is provided to each student without charge. Subsequent copies are $2.00 each, and this fee should accompany the request.

No transcript will be issued until all the student's accounts have been settled satisfactorily.

Honors and Awards

Semester Honors

Two lists of honor students are posted each semester:

1. Dean's List — Students enrolled for 15 semester hours or more whose semester Quality Point Ratio is 3.7 or better with no grade below **C.**

2. Honor Roll — Students enrolled for 15 semester hours or more whose semester Quality Point Ratio is 3.2 but less than 3.7 with no grade below **C.**

Annual Awards

Annual awards are made to outstanding students in each subject field, and the student with the highest academic record in each of the four classes receives an award at Commencement.

In memory of the late Professor J. D. Huggins, Mr. L. R. Harrill, State Director for 4-H Clubs, offers a citizenship medal to a male graduate recognized for scholarship and participation in college activities.

In memory of the late Miss Etta L. Curtis, Mrs. R. E. Price offers a citizenship medal to a female graduate recognized for scholarship and participation in college activities.

The winners of these awards are selected by the faculty.

Graduation Honors

All students are eligible for graduation honors. A student with transfer credit is considered if the work at Gardner-Webb merits honor, but the overall Quality Point Ratio is used to determine the level of honor.

Baccalaureate degree candiates with Quality Point Ratios of 3.2 or more are graduated *Cum Laude;* those with 3.6 or more are graduated *Magna Cum Laude;* those with 3.8 or more are graduated *Summa Cum Laude.*

Associate degree students whose Quality Point Ratios are 3.2 or more are designated as Honors Students.

Retention Requirements

Retaining Membership in the Student Body

Students once admitted to the college, who meet all requirements for continuing in school, are considered members of the student body. However, it is the policy of the college to require each registered student to reaffirm annually the desire and intention to retain membership in the student body. This is done through a special form of application and involves on the part of the college a re-evaluation of the characteristics demonstrated by the student during his enrollment at the college.

Filing of intention to return is expected by April 15. Advance deposits are required each semester as indicated in the Financial Section.

Students who are continuously enrolled at the college do not pay a reapplication fee.

Retention Standards

These standards apply to all full-time students. Part-time students are expected to maintain satisfactory progress in class work and Quality Point Ratios. Their eligibility to continue in the college is determined by the Admissions Committee.

These standards will be applied at the close of each academic year to the student's Overall Quality Point Ratio. A student whose academic record is very poor may be asked to withdraw from the college.

Students subject to academic restriction, probation, or suspension may attend summer school at Gardner-Webb College in order to remove deficiencies. The records of those attending summer school elsewhere will not be reviewed prior to the fall semester, and those students will continue to be subject to these standards as they applied at the close of the academic year.

Students who are on probation either academic or disciplinary, are not eligible to represent the college until the probation is removed.

I. For Good Standing

A. Definition

1. The student is eligible to return.

2. The student may enroll for a maximum of 18 hours.

B. The following minimum Quality Point Ratios must be attained and maintained for the attempted hours indicated.

1. 1-29 hours — 1.2 QPR.
2. 30-59 hours — 1.6 QPR.
3. 60 hours and above — 2.0 QPR.

C. Any achievement below these standards will result in academic restriction, academic probation, or academic suspension.

II. For Academic Restriction

A. Definition

1. The student is eligible to return.

2. The student may enroll for a maximum of 15 hours.

B. The following minimum Quality Point Ratios must be attained and maintained for the attempted hours indicated.

1. 1-29 hours — 1.0 QPR.
2. 30-59 hours — 1.4 QPR.
3. 60-89 hours — 1.7 QPR.
4. 90 hours and above — 1.9 QPR.

C. Any achievement below these standards will result in continued academic restriction, academic probation, or academic suspension.

III. For Academic Probation

A. Definition

1. The student is eligible to return.

2. The student may enroll for a maximum of 15 hours, approved by the Academic Dean.

3. The student may not represent the college.

4. The student is allowed no unexcused class absences.

B. Conditions

1. Academic probation will result if the student does not attain good standing after being on academic restriction for two semesters and one summer.

2. Academic probation will result if a student who is subject to academic suspension is allowed to return. This includes:

1) The student for whom academic suspension is waived because of a 2.0 QPR or above on the previous semester's work.

2) The student allowed to return without a lapse of one regular semester.

3) The student returning after a lapse of at least one regular semester.

IV. For Academic Suspension

A. Definition — The student is ineligible to return for one regular semester.

B. Conditions

1. Academic suspension may result if minimal standards for academic restriction are not attained or maintained.

2. Academic suspension may result if the student does not attain good standing after being on academic probation for two semesters and one summer.

3. Academic suspension may be waived on the condition that the student attains a 2.0 QPR or above on the previous semester's work.

Graduation Requirements

Associate Degree Program

A minimum of 64 semester hours is required for graduation. Up to two semester hours of credit for Convocation attendance may be applied toward the degree. Other than this, the regulations regarding Convocation are the same as in the Baccalaureate Program. All candidates for graduation are expected to take their last year, their final 30 semester hours, at Gardner-Webb College.

A student must have a minimum grade of **C** on each course required in the major field.

A minimum Quality Point Ratio of 2.0 on a 4.0 scale based on the college grading system is required for graduation, both on all work attempted and on that work attempted at Gardner-Webb College.

Each student is responsible for fulfilling all requirements for the chosen degree program. A suggested four-semester plan is included for each to guide the student in course selection.

The student is also responsible for applying officially to the Registrar for graduation at the beginning of the final term of study.

All candidates for graduation are expected to be present at Commencement. The college is not obligated to grant a degree to any candidate for graduation who does not attend these exercises.

Baccalaureate Degree Program

A minimum of 128 semester hours are required for graduation. About 40% of the student's work should be junior and senior level courses. All candidates for graduation are expected to take their last year, their final 30 semester hours, in residence at Gardner-Webb College. Students transferring from junior colleges are required to complete a minimum of 64 semester hours in senior colleges or universities, with at least the final 30 semester hours at this instituion.

A student must have a minimum grade of **C** on each course counted toward the Major.

A minimum Quality Point Ratio of 2.0 on a 4.0 scale based on the college grading system is required for graduation, both on all work attempted and on that work attempted at Gardner-Webb College.

The student bears the final responsibility for the selection of a program of study and adherence to all published regulations and requirements of the college.

The student is responsible for fulfilling all requirements for the chosen degree program. Each student must fulfill all the Basic Course Requirements as approved by the Academic Dean or the Registrar and all the requirements for the Major, Supportive Studies, and Complementary Electives as approved by the departmental chairman. A transfer student is expected to complete at least one-half of the Major at Gardner-Webb College.

The student is also responsible for applying officially to the Registrar for graduation at the beginning of the final term of study.

All candidates for graduation are expected to be present at Commencement. The college is not obligated to grant a degree to any candidate for graduation who does not attend these exercises.

Majors

Each candidate for a baccalaureate degree must choose a major field of concentration. This selection should be made before entering the Junior year. Registration of the intention to major with a particular department is required. A request is submitted to the chairman of the department. If the request is approved, this information is communicated to the office of the Academic Dean.

The academic counseling of all declared majors within a department is the responsibility of the chairman. This responsibility may be delegated to any faculty member within that department for that period of time which best serves the interest of the student.

The student who wishes to choose a different major field of concentration must receive the joint approval of the departmental chairmen concerned and the Academic Dean.

A student may be declared to have a double Major by meeting the requirements of a primary Major plus 30 hours in a secondary field as approved by the departmental chairman of the secondary Major. The two Majors would be mutually supportive or complementary as the case might be, but no course may be counted in both Majors. A student graduating with a double Major would receive only one degree, that of the primary Major.

Supportive Studies, Complementary and Free Electives

Supportive Studies, in general, are courses chosen by the student in consultation with the faculty adviser which are closely related to, but not identical with, the Major. The purpose of these courses is to give a broad base of support to the student's Major or professional preparation. These courses may be taken from more than one area.

Complementary Electives are selected in the same manner as Supportive Studies. They are chosen from areas not closely related to the student's Major, and are intended to give breadth to the total academic experience.

The student is at liberty to select Free Electives from any field of study.

Freshmen and Sophomores who are uncertain about their major field of study may follow the program listed below during their first two years

Freshman

First Semester	*Semester Hours*	*Second Semester*	*Semester Hours*
English 101	3	English 102	3
Foreign Language	3	Foreign Language	3
History 101	3	History 102	3
Mathematics (or Fine Arts)	3	Fine Arts (or Mathematics)	3
Physical Education	1	Physical Education	1
Religion	3	Religion	3
Convocation		Convocation	
	16		16

Sophomore

Foreign Language	3	Foreign Language	3
Natural Science	4	Natural Science	4
Social Science	3	Social Science	3
Elective	3	Elective	3
Elective	3	Elective	3
Convocation		Convocation	
	16		16

Freshmen and Sophomores intending to pursue a Major in a scientific field not offered at Gardner Webb, such as Engineering or Pharmacy, are advised to follow the two-year program listed below.

First Year	*Semester Hours*	*Second Year*	*Semester Hours*
English 101, 102	6	Biology 101, 102 or Chemistry 101, 104	8
History 101, 102	6	Select one:	6-8
Foreign Language	6	Biology 203, 204	
Biology 101, 102 or Chemistry 101, 104	8	Chemistry 201, 202	
Mathematics 111,112	6	Physics 201, 202	
Convocation	1	Mathematics 221, 222	
		Social Science Electives	6
		Foreign Language	6
		Physical Education	2
		Electives	3-6
		Convocation	1
Total	33	Total	34-35

DEPARTMENT OF BIOLOGY, CHEMISTRY, AND GEOLOGY

Courses in Biology and Chemistry are designed to help students develop a better understanding of themselves and nature. Students majoring in this department may prepare for graduate study, for teaching, and for professional study in pharmacy, optometry, medical technology, nursing, physical therapy, agriculture, and industry.

Students who intend to study medicine, dentistry, or veterinary medicine should major in Biology or Chemistry. Since requirements for entrance to medical, dental, and veterinary schools vary, students should base their programs of study on the requirements of the specific schools in which they are interested. Consultation with a faculty advisor at Gardner-Webb is required.

Degree Requirements

The Bachelor of Science Degree With a Major in Biology

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52
Biology 101 and 102 are required and will satisfy the Natural Science requirement in Groups A and C. Chemistry 101 and 102 or 104 are also required if Group B is elected. Mathematics 111 is required and will satisfy the Mathematics requirement in Groups A and B. Mathematics 112 is also required if Group C is elected. German is the recommended Foreign Language.	
MAJOR	30
The Major requires 30 hours above Biology 101 and 102 including at least two semesters of Biology Seminar and a minimum of 8 hours of plant and 8 hours of animal biology.	
SUPPORTIVE STUDIES	15
Chemistry 101 and 102 or 104 are required if Group A or C is elected above, and Mathematics 112 is also required if Group A or B is elected. The remaining hours may be taken in the Natural Sciences and Mathematics as approved by the faculty adviser. Chemistry 201 and 202 and Physics 201 and 202 are recommended.	
COMPLEMENTARY ELECTIVES	15
These courses must be selected from area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	28-12
CONVOCATION	0-4
Total	128

Note: Nursing students may complete this degree with a minimum of 60 semester hours in addition to their required courses for the Associate in Arts degree. Nursing 101 and 102 may be counted as Supportive Studies, Nursing 290 as a Complementary Elective, and Nursing 201 and 202 as Free Electives.

The Bachelor of Science Degree With a Major in Biology With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. German is the recommended Foreign Language. Biology 101 and 102 are required and will fulfill the Natural Science requirement in Groups A and C. If Group B is elected, Geology 101 and 102 must be taken, also. The Mathematics requirement in Groups A and B must be met by taking Mathematics 111. Mathematics 112 is also required if Group C is elected.	
MAJOR	30
The Major requires 30 hours above Biology 101 and 102. These courses should be selected to include the following areas: physiology, both cellular and general, morphology, behavior, genetics, growth and development, evolution, systematics, and ecology. At least two semesters of Biology Seminar are required, and a minimum of 8 hours of plant and 8 hours of animal biology.	
SUPPORTIVE STUDIES	15-22
Chemistry 101, 102 or 104, and Education 432 are required. Geology 101 and 102 are also required if Group A or C is elected above, and Mathematics 112 is also required if Group A or B is elected. Any remaining hours may be selected from Mathematics and/or the Natural Sciences, as approved by the faculty adviser. Chemistry 201, 202, Physics 201, and 202 are recommended.	
COMPLEMENTARY REQUIREMENTS	29
Education 412, 422, 450, Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 38).	
FREE ELECTIVES	14-0
CONVOCATION	0-4
Total	128-137

402. Ecology. A study of life in relationship to the environment. The ecosystem approach is emphasized. Society's self-inflicted problems, such as pollution are investigated. Much field work is done. 3-3-4.

404. Vertebrate Embryology. A study of the developmental anatomy of the vertebrate from the formation and union of germ cells to birth. Prerequisite: Biology 201-202. 3-3-4.

422. Biochemistry. (See Chemistry 422.) 3-3-4.

495, 496. Independent Study. Individual work planned to meet the need and interests of qualified students. O-Independent Study-3, O-Independent Study-3.

Chemistry

101, 102. General Chemistry. Introduction emphasizing fundamental laws and theories, atomic equilibria, nuclear and organic chemistry. Elements and compounds with periodic chart background. 3-3-4, 3-3-4.

104. General Chemistry and Qualitative Analysis. Lecture same as 102. About 75% laboratory cation-anion semi-micro procedures. Prerequisite: Chemistry 101. 3-3-4.

201, 202. Organic Chemistry. Aliphatic-aromatic series and derivatives. Laboratory involves typical compound preparations. Prerequisite: Chemistry 102 or 104. 3-3-4, 3-3-4.

301. Analytical Chemistry. Volumetric analysis stressing acid-base and redox titrations. Gravimetric analysis. Problems. Prerequisite: Chemistry 102 or 104. 2-4-4.

302. Analytical Chemistry. Analysis applied toward industry, biochemistry, ecology. Instrumentation. Problems. Prerequisite: Chemistry 301. 2-4-4.

311. Geochemistry. An in-depth study of selected chemical principles that are fundamental to understanding of elemental formation, petrogenesis, chemical oceanography, and atmospheric studies. The cyclic nature of geochemical processes is stressed. Prerequisite: Chemistry 101 and 104. 3-0-3.

391, 392, 491, 492. Chemistry Seminar. Directed reading, study, and discussion designed to re-emphasize the fundamental principles of chemistry, to correlate and summarize the course work of the major program and related field, to introduce new areas and ideas, and to provide experience in literature review and oral presentation. Juniors will enroll in 391, 392, and Seniors in 491, 492. 1-0-1, 1-0-1, 1-0-1, 1-0-1.

401, 402. Physical Chemistry. Application of laws and physics and mathematics to chemistry. Kinetics and thermodynamics. Prerequisites: Mathematics 221. 3-3-4, 3-3-4.

422. Biochemistry. A discussion of the kinds of compounds found in living organisms, their biochemical reactions and significance. The laboratory work parallels the classroom study. Prerequisite: Chemistry 201. 3-3-4.

495, 496. Independent Study. Individual work planned to meet the need and interests of qualified students. 0-Independent Study-3, 0-Independent Study-3.

Geology

101. Physical Geology. A survey of the nature and origin of minerals and rocks, volcanoes, earthquakes, soil, mountains, landscape, coastal features, and the geologic work of glaciers, streams, and wind. 3-2-4.

102. Historical Geology. A survey of geologic history of the earth as told by the rocks. Emphasis will be placed on the development of life throughout geologic times. Prerequisite: Geology 101. 3-2-4.

Science Education

101. Life and Physical Science (Early Childhood and Intermediate). This course is an introduction to the Physical Sciences with emphasis on Physics and Chemistry. For Elementary Education majors only. 3-2-4.

102. Life and Physical Science (Early Childhood and Intermediate). This course is an introduction to the Earth and Biological Sciences with emphasis on Geology, Astronomy, and Biology. For Elementary Education majors only. 3-2-4.



The Bachelor of Science Degree
With a Major in Business Administration
With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52
Economics 203 and 204, which are required, will satisfy the Social Science requirement. The Fine Arts requirement must be fulfilled by taking Art 207 or Music 125 if Group B or C is elected. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	
MAJOR	30
Business Administration 213, 214, 312, 316, 325, 400, 411, Economics 307, 318, and Data Processing 201 are required.	
SUPPORTIVE STUDIES	15
The concentration in Business Education requires Business Education 404, 405, 406, 407, and 408.	
The concentration in Basic Business requires Business Administration 313, 401, 412, Economics 301, and Business Education 307. (Note: Six (6) semester hours of typewriting are required to be certified to teach typewriting in North Carolina).	
COMPLIMENTARY REQUIREMENTS	35-36
The concentration in Business Education requires Business Education 403.	
For teacher certification: Education 412, 422, 432, 450, Health 221, Psychology 201, 302, 303, 6 hours of literature (see p. 38), and 3 hours from one of the following areas: Anthropology, Geography, Political Science, and Sociology.	
FREE ELECTIVES	8-0
CONVOCATION	0-4
Total	128-137

In addition to its offerings in the Baccalaureate Program, this department offers the Associate in Arts degree in the two programs set out below. These courses of study are designed for that student who desires a well-rounded two-year program suitable for an effective career in the business world. However, any courses taken in a two-year program may be applied toward the Bachelor of Science degree.

The Associate in Arts Degree
General Business

First Year

BA 213 Accounting Principles	3	BA 214 Accounting Principles	3
BA 101 Business Principles	3	ENG 102 Composition and World Literature	3
*BE 307 Typewriting	3	BA 325 Business Communications	3
ENG 101 Composition	3	Physical Education	1
Physical Education	1	Electives	6
Electives	3		
Total	16	Total	16

Second Year

BA 316 Principles of Management	3	ECO 204 Principles of Economics	3
BA 411 Business Law	3	PSY 201 General Psychology	3
BA 312 Corporation Finance	3	Religion 102 Introduction to the New Testament	3
ECO 203 Principles of Economics	3	Electives	7
Religion 101 Introduction to the Old Testament	3		
Electives	1		
Total	16	Total	16

**Business Education 307 may be omitted by those students who show tested proficiency.*

Secretarial Science

First Year

BA 101 Business Principles	3	BE 306 Shorthand	3
BE 305 Shorthand	3	BE 308 Typewriting	3
*BE 307 Typewriting	3	ENG 102 Composition and World Literature	3
ENG 101 Composition	3	Religion 102 Introduction to the New Testament	3
Religion 101 Introduction to the Old Testament	3	Physical Education	1
Physical Education	1	Electives	3
Total	16	Total	16

Second Year

BA 213 Accounting Principles	3	BA 325 Business Communications	3
BA 411 Business Law	3	BE 404 Secretarial Procedures	3
BE 403 Office Machines	4	BE 406 Shorthand	3
BE 405 Shorthand	3	BE 408 Typewriting	3
BE 407 Typewriting	3	Electives	4
Total	16	Total	16

**Business Education 307 may be omitted by those students who show tested proficiency.*

Description of Courses

Business Administration

101. Business Principles. An introductory course in the organization, functions, operations, controls, and problems of business enterprises. 3-0-3.*

203. Business Psychology. Emphasizes vocational applications of psychology. The focus is upon such areas as work adjustment, cooperation on the job, and coping with job applications and interviews. Personal values as they apply to career choices with an emphasis on leadership will be included. 3-0-3.

213, 214. Accounting Principles. Present day methods of establishing and interpreting business records and reports. 3-0-3, 3-0-3.**

305. Traffic Management. Use of transport services. Prerequisite: Economics 303. 3-0-3.

312. Corporation Finance. Principles governing financial operations and financial management of business enterprises. Prerequisite: Business Administration 214. 3-0-3.

313, 314. Intermediate Accounting. Analysis of problems and accounting principles of advanced accounting theory and application. Prerequisite: Business Administration 214. 3-0-3, 3-0-3.

315. Cost Accounting. An introduction to cost accounting and standard cost methods. Prerequisite: Business Administration 214. 3-0-3.

316. Principles of Management. Theory and practice of business organization and operations. 3-0-3.

325. Business Communications. Language skills for written and spoken communication in operations. 3-0-3.

330. General Insurance. Fundamental principles of risk and risk bearing and the insurance mechanism as a method for reducing risk and sharing losses. 3-0-3.

400. Personnel Management. Principles and practices in personnel management relating to securing, training, retaining of employees. Prerequisite: Business Administration 316. 3-0-3.

401. Administrative Office Management. Presents the principles of office management, including its functions, office automation, planning controlling, organizing, and actuating office problems. Prerequisite: Business Administration 316. 3-0-3.

403. Industrial Psychology. (See Psychology 403.) 3-0-3.

405. Computer Augmented Accounting. (See Data Processing 405.) 3-0-3.

406. Advanced Computer Augmented Accounting. (See Data Processing 406.) 3-0-3.

411. Business Law. Legal principles in contracts, agency and negotiable instruments. 3-0-3.

412. Business Law. Legal principles in bailments, sales, partnerships, corporations, and real estate. Prerequisite: Business Administration 411. 3-0-3.

415. Advanced Cost Accounting. Covers accumulation of cost data and subsequent flow information. Also, budgeting, gross profit analysis, linear programming, and cost-volume-profit-analysis are covered. 3-0-3.

416. Industrial Management. Principles and practices in the management of industrial plants covering plant location and layout, materials handling, quality control, maintenance, and production control. Prerequisite: Business Administration 316. 3-0-3.

420. Internship in Business. Prerequisite: Junior standing and Departmental approval. 0-3 months-15.

425. Federal Income Tax. Analysis of personal income tax laws. Prerequisite: Business Administration 214. 3-0-3.

426. Federal Income Tax (Advanced). A continuation of Business Administration 425, taking up United States regulations of corporate, partnership, estate, trust, gift, and social security taxes. 3-0-3.

435. Advanced Accounting. Accounting for partnerships, consignments, installment sales, insurance, receiver's accounts, and annuities. Prerequisite: Business Administration 313. 3-0-3.

450. Auditing. Principles, techniques, and procedures, and legal responsibility of auditors. Prerequisite: Business Administration 314. 3-0-3.

452. Investments. Analysis of investment securities and objectives. Prerequisite: Business Administration 214. 3-0-3.

460. Government and Business. Governmental role in business regulation. 3-0-3.

470. CPA Practice Review. Designed to study the areas of accounting that usually appear on the Practice and Theory sections of the examination for becoming a Certified Public Accountant. Special emphasis is placed on the Opinions of the Accounting Principles Board and the Statements of the Financial Standards Board. 4-0-4.

490. Seminar in Business. Prerequisite: Senior standing. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

***Business Administration 213 and 214 are prerequisites for upper level courses for Business Administration majors.*

495, 496. Independent Study. Supervised study program in a field of special interest. Prerequisite: Approval of Department Chairman and Instructor. 0-Independent Study-3, 0-Independent Study-3.

Business Education

305. Shorthand. Basic principles of Gregg Shorthand. 3-2-3.

306. Shorthand. Review basic principles with emphasis on new-matter dictation and transcription. 3-2-3.

307. Typewriting. Designed to give the student a command of the keyboard. 3-1-3.

308. Typewriting. Speed and accuracy on straight copy and production work is emphasized. 3-1-3.

403. Office Machines. Operating knowledge of the transcribing machine, adding, calculating, and posting machines. Prerequisite: Business Education 307, 308, or the equivalent. 3-3-4.

404. Secretarial Procedures. Acquaints the student with secretarial duties in the office, including human relations, correspondence responsibilities, transmittal services, receptionist and telephone techniques, and filing procedures. Prerequisite: Business Education 308. Offered second semester. 3-0-3.

405, 406. Shorthand. Review of all shorthand theory and mechanics of grammar. Emphasis on ability to take dictation and transcribe in an acceptable form. Prerequisite: Business Education 306 or two semesters of shorthand. 3-2-3, 3-2-3.

407, 408. Typewriting. Designed to increase speed and improve efficiency in production work and straight copy. Prerequisite: Business Education 308. 3-1-3, 3-1-3.

Data Processing

201. Basic Computer Systems Principles – Part I. This course is designed to acquaint the student with the basic components that make up a computer system and what each component contributes to the overall operation of such a system. The student will learn about the special codes in which data is represented inside computers as it is read in, stored, processed, and put out. The student learns what a data processing problem is, what constitutes a "solution" to such a problem, and how to use certain special tools associated with solving data processing problems. 3-0-3.

202. Basic Computer Systems Principles – Part II. A continuation of Data Processing 201 with special attention given to third and fourth generation hardware and software. The student will be introduced to three widely used programming languages: FORTRAN, COBOL, and RPG. Business applications of the computer will be stressed (and the systems analysis underlying these applications) rather than scientific uses. Prerequisite: Data Processing 201. 3-0-3.

301. RPG Computer Programming – Part I. This course is designed to help students to create programs utilizing Report Program Generator Language and to determine the extent to which RPG may be helpful in business installations. Upon successful completion of the course, the student is able to:

1. Code Specifications sheets.
2. Produce a spacing chart of any output report and/or summary records to be generated.
3. Select the coding approach that will result in the fewest generated program instructions.
4. Create the control cards required for the assembling and running of the RPG Program.

Prerequisite: Data Processing 201 and 202 or permission of Chairman of department. Laboratory fee. 3-3-4.

302. RPG Computer Programming – Part II. A continuation of Data Processing 301 with special attention given to more advanced business and mathematical problems. The student learns to work with zero suppression, decimal alignment, and editing of a field. The student is assigned laboratory problems and one project. Prerequisite: Data Processing 301 or permission of Chairman of department. Laboratory fee. 3-3-4.

305. FORTRAN. Computer Programming – Part I. Basic FORTRAN programming followed by applications using the computer to approximate integrals, to solve equations, systems of equations, and differential equations. Prerequisites: Mathematics 111, 112, and Data Processing 201, 202, or permission of Chairman of department. Laboratory fee. 3-3-4.

341. Computer Systems Fundamentals. In this course, the student will learn how to use the computer as a tool for solving problems. The student will learn that the problem has to be analyzed and fed into the computer in a certain way before the computer can begin solving it. The student learns standard techniques and procedures for reducing the data processing problem to a form that the computer can handle. Prerequisite: Data Processing 201 and 202 or permission of Chairman of department. 3-0-3.

361. COBOL Computer Programming – Part I. This course is designed to help students to create programs utilizing the COBOL compiler and to determine the best possible solution to a given problem using many alternatives. Attention is given to basic programming concepts, flowcharting, documentation, addition, subtraction, multiplication, division, compute statements, final totals, comparing, condition names, heading-print overflow, minor totals, intermediate totals, major totals, and table lookup. Prerequisite: Data Processing 201 and 202 or permission of Chairman of department. Laboratory fee. 3-3-4.

405. Computer Augmented Accounting. A course designed to introduce the student to the problem-solving capacity of the computer. The student, with no prior knowledge of programming, will call upon programs to journalize, post, and prepare reports. Prerequisite: Business Administration 214. 3-0-3.

406. Advanced Computer Augmented Accounting. A course that describes in simple and basic terms how the FORTRAN IV language may be used in the application of the computer to solve accounting and business problems. Prerequisite: Data Processing 405. 3-0-3.

421. PL/1 Computer Programming – Part I. The course is designed to acquaint the student with programming instruction, computer languages, writing a program, flow charting, paper tape, magnetic tape, and types of systems. The student learns the fundamentals of assignment statements, basic control statements, executable statements, nonexecutable statments, input, output, array expressions, attributes, block structure, operators, character sets and program definition. Prerequisite: Data Processing 201 and 202 or permission of Chairman of department. Laboratory fee. 3-3-4.

461. COBOL Computer Programming – Part II. A continuation of Data Processing 361 with special attention given to more advanced business problems. The student will learn to work with magnetic tape sequential processing, sequential updating, indexed sequential access method, direct-access devices, indexed sequential access method-sequential retrieval, random updating, COBOL subroutines, overlays, binary search table lookup, and program writing techniques. Prerequisite: Data Processing 361. Laboratory fee. 3-3-4.

Economics

200. Free Enterprise Economics. Analysis of individual units and overall aspects of the Free Enterprise System. For *non-Business Administration* majors only. 3-0-3.

203. Principles of Economics. Theory of national income. 3-0-3.

204. Principles of Economics. Theories of market and market adjustments. Prerequisite: Economics 203. 3-0-3.

301. Money and Banking. Basic theories and analyses of money value and control. Prerequisites: Business Administration 214 and Economics 203-204. 3-0-3.

303. Economics of Transportation. Analysis of the function of transportation in business. Prerequisite: Economics 203-204. 3-0-3.

304. Motor Freight Transportation. Attention is given to business, social, and urban aspects of highway and automotive development. Prerequisite: Economics 303. 3-0-3.

307. Economic Statistics. Statistical methods as applied to economic and business data. Prerequisite: Mathematics 103 or 112. 3-0-3.

311. Labor Economics. Analysis of the labor market as affecting business and society. Prerequisite: Economics 203-204. 3-0-3.

315. Development of Economic Thought. Study and influence of the major schools of thought. Prerequisite: Economics 203-204. 3-0-3.

318. Marketing. A comprehensive analysis of the marketing system and the marketing process. Prerequisite: Economics 203-204. 3-0-3.

411. Comparative Economic Systems. Analysis of the major economic systems. Prerequisite: Economics 203-204. 3-0-3.

440. Public Finance. Examination of governmental expenditures, sources of revenue, public credit, taxation, and fiscal policy. Prerequisite: Economics 203-204. 3-0-3.

450. International Trade. A study of the history and mechanisms of international trade. Prerequisite: Economics 318. 3-0-3.

460. Government and Business. (See Business Administration 460.) 3-0-3.

490. Seminar in Economics. Prerequisite: Senior standing. 3-0-3.

495, 496. Independent Study. Supervised study program in a field of special interest. Prerequisite: Approval of Department Chairman and Instructor. 0-Independent Study-3, 0-Independent Study-3.



DEPARTMENT OF EDUCATION

The Department of Education has as its primary responsibility the preparation of young men and women as elementary teachers, secondary teachers, and teachers in the special subject areas. Teacher training is recognized throughout the college as one of the important functions of the institution.

Within the framework of the liberal arts and sciences curricula, the Department of Education offers programs in early childhood (K-3), intermediate (4-9), and secondary education (9-12), which fulfill the requirements for a North Carolina Class A Certificate. The Department also offers a variety of courses that may be taken by career teachers for certificate renewal or self improvement. Specific emphasis is given to competency based experiences that will enable the prospective teacher to relate theory to practice through: (1) the understanding of human growth and behavior, (2) the promotion of professional and moral development, (3) an increased awareness of the duties and responsibilities of teaching, and (4) the preparation of the prospective teacher to become an integral, contributing member of the community.

Teacher Education

Specific characteristics of the Teacher Education Program are:

1. Students are provided a variety of experiences during the freshman and sophomore years that enable them to make valid career choices relative to teaching.
2. Developmental laboratory experiences in area public schools are provided throughout the program.
3. Low faculty-student ratio enables the prospective teacher to receive personalized instruction and guidance.
4. Student teaching experiences are provided in a variety of settings including traditional self-contained classroom, open classroom, team teaching, and inter-institutional teaming of student teachers.
5. Specific emphasis is given to helping the prospective teacher develop the competencies needed to individually personalize instruction.
6. A post-student teaching follow-up is provided for each student.
7. Department of Education faculty assist the Placement Office in helping the prospective teacher locate suitable employment. Each student must file with the Placement Office during the first semester of the senior year.
8. The very active college chapter of the Student National Education Association provides a variety of opportunities for students to develop professional skills and relationships.

Students who plan to become teachers need to be aware of the following essential differences between the state certification requirements and the Basic Course Requirements of the college.

1. Two literature courses must be taken in addition to the basic requirement in English. The student's course of study should include English, American, and nonwestern Literature.
2. Health 221 (Personal and Community Health) is required of all prospective teachers in addition to the Physical Education requirement.
3. The six-hour Social Science elective must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology.
4. Art 207 (Art Appreciation) or Music 125 (Music Appreciation) is required to satisfy the Fine Arts requirement for prospective secondary teachers who elect Group B or C.

Each Student who plans to seek teacher certification must file two applications with the Department of Education.

1. The Application for Admission to the Teacher Education Curriculum should be submitted by the beginning of the sophomore year.
2. The Application for the Student Teaching Program must be submitted by February 1 of the junior year. A fee is charged for late application.

The Teacher Education Committee is charged with the responsibility of processing all applications. To be admitted to the Teacher Education Curriculum, the student must meet the following requirements:

1. Be recommended by the department in which he or she is majoring.
2. Satisfactorily complete tests, including the STEP tests, as required by the Teacher Education Committee. (These tests, except the speech test, are given during orientation week and should be taken at the beginning of the student's sophomore year.)
3. Have exhibited good citizenship.
4. Have attained and maintained the following minimum Quality Point Ratios for the attempted hours indicated.
   1) 1-29 hours — 1.5 QPR
   2) 30-59 hours — 1.8 QPR
   3) 60 hours and above — 2.0 QPR
5. Show promise of success as a future teacher.

To be eligible for acceptance in the Student Teaching Program, the student must meet the following requirements:

1. Have been admitted to a teacher education curriculum by the Teacher Education Committee.
2. Be eligible for graduation in May or August following completion of the Program.
3. Have achieved a cumulative grade point average of 2.0 at the time of making application to the Program.
4. Be recommended by the department in which he or she is majoring.
5. Present a certification of health clearance on the form provided by the Department of Education.
6. Have demonstrated professional interest in the field of education.

Formal approval will not be granted until all requirements have been met.

Each student must take the National Teacher Examinations.

To be recommended to the State Department of Public Instruction for teacher certification, the student must have completed all requirements for graduation from the college.

Degree Requirements

The Bachelor of Science Degree
With A Major in Early Childhood Education

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52
Art 301, History 201, 202, Mathematics 203, Science Education 101 and 102 are required and will satisfy 20 hours of the Basic Course Requirements.	
MAJOR (Professional Educational)	30
Education 210, 310, 320, 345, 410, 420, 430, 450, and Education 230 or 312 are required.	
SUPPORTIVE STUDIES (Required Subject Matter)	22
Art 302, Geography 101, Health 320, Music 345, 346, Physical Education 301, Political Science 202, and Sociology 320.	
COMPLEMENTARY REQUIREMENTS	17
Health 221, Psychology 201, 301, 303, and 6 hours of literature	
FREE ELECTIVES	19-3
CONVOCATION	0-4
Total	128

The Bachelor of Science
With a Major in Intermediate Education

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52
Art 301, Geography 101 (or Political Science 202), Mathematics 203, Science Education 101, 102, and Sociology 320 are required and will satisfy 20 hours of the Basic Course Requirements.	
MAJOR (Professional and General Education)	30
Education 212, 310, 322, 340, 410, 420, 431, 450, and Education 230 or 314 are required.	
SUPPORTIVE STUDIES (First Academic Concentration)	12-0
An academic concentration of at least 18 hours is required from one of the following: Health Education and Physical Education, Mathematics, Music, or Natural Science; or 24 hours from Language Arts or Social Science. Courses counted in the Basic Course Requirements, the Major, and Complementary Requirements will also count toward the concentration.	
COMPLIMENTARY REQUIREMENTS	27
Health 221, 320, Mathematics 204, Music 345, Physical Education 301, Psychology 201, 302, 303, and 6 hours of literature (see p. 38).	
FREE ELECTIVES	31-3
A second academic concentration is recommended	
CONVOCATION	0-4
Total	128

The Bachelor's Degree
With Preparation for Secondary
(9-12) Teacher Certification
(See the department of interest)

Description of Courses

101. Communication Skills. A course for the Gardner-Webb student who has a problem in reading great enough to interfere with college work. 2-2-3.*

200. Orientation to Teaching. Recommended for all sophomores who plan to teach on the K-3 or 4-9 level. Designed to help the student determine whether to choose teaching as a vocation. 1-1-1.

210. Reading (K-3). Involves the teaching of reading and related language arts from the kindergarten through the third grade. 3-0-3.

212. Reading (4-9). Involves the teaching of reading and related language arts in the intermediate grades. 3-0-3.

230. Language Arts in the Elementary School. Planning, teaching, and evaluating of language arts in the elementary school. 3-0-3.

304. Mathematics in the Elementary School. A practicum with major emphasis on the planning, teaching, and evaluating of mathematics in the elementary school. 2-2-3.

310. Materials and Media. Teaches educational equipment operation and the preparation, utilization, and evaluation of teaching aids and materials. 3-0-3.

312. Practicum in Reading (K-3). Provides experience for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the K-3 level. Prerequisite: Education 210. 1-4-3.

314. Practicum in Reading (4-9). Provides experiences for the prospective teacher in the practical application of teaching reading skills and in diagnosing problems on the 4-9 level. Prerequisite: Education 212. 1-4-3.

320. Children's Literature (K-3) A critical study of classical and current books and materials for children on the K-3 level. Recommended prerequisite: Education 210. 3-0-3.

322. Children's Literature (4-9). A critical study of classical and current books and materials for children on the 4-9 level. Recommended prerequisite: Education 212. 3-0-3.

340. Middle School Curriculum. A study of the trends and organization of the curriculum with emphasis on design, implementation, and evaluation of experiences appropriate for the transescent learner. 3-1-3.

345. Early Childhood Curriculum. A study of the design, implementation, and evaluation of child-centered experiences appropriate for the learner enrolled in a nursery, kindergarten, or primary education setting. 3-1-3.

410. Social Foundations of Education. A study of the social, cultural, and philosophical influences upon the development of the child on the elementary level, 3-0-3.

412. Social Foundations of Education. A study of the social, cultural, and philosophical influences upon the development of the child on the secondary school level. 3-0-3.

420. History and Philosophy of American Education. A study of the origin and development of education in the United States for the elementary level. 3-0-3.

422. History and Philosophy of American Education. A study of the origin and development of education in the United States for the secondary level. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

430. Methods of Teaching (K-3). Provides an understanding and application of the use of materials and teaching methods. Laboratory experience in area schools on the K-3 level is required. 2-3-3.

431. Methods of Teaching (4-9). Provides an understanding and application of the use of materials and teaching methods. Laboratory experience in area schools on the 4-9 level is required. 2-3-3.

432. Methods of Teaching (Secondary). Provides an understanding and application of the use of materials and teaching methods. Laboratory experience in area schools on the secondary level is required. 3-1-3.

450. Student Teaching. An eight-week period of full-time supervised teaching at the appropriate level designed to provide the complete range of teacher's work and its interlocking relationships. 0-90 or more (total) -6.

455. Supervising of Student Teachers. Designed to provide the public school teacher with means to supervise the student teacher. Includes what the student teacher expects of the school and the supervising teacher and what they in turn may expect of the student teacher. 3-0-3.

495, 496. Independent Study. Individual study of a special subject under the guidance of an instructor whose speciality is appropriate. Prerequisite: Approval of Department Chairman and Instructor. 0-Independent Study-3, 0-Independent Study-3.

Sign Language 101. Manual Communication. 3-0-3.



DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

The objectives of the English Department are to enable the student:

1. To think and write maturely and to follow a reading program designed toward that end.

2. To study literature as an expression of the ideas and emotions of great writers, and to develop a keen, critical appreciation of the form that expression takes.

3. To enjoy life culturally and more fully as a result of literary experience.

4. To integrate study with world thought in order to comprehend and shape the contemporary scene.

Degree Requirements

The Bachelor of Arts Degree With a Major in English

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A)	40-52
MAJOR After English 101, 102, any ten courses, but must include English 402, two additional courses in British literature, and any two courses in American literature.	30
SUPPORTIVE STUDIES Select from the following: Any course(s) in Speech; Theatre Arts; upper-level foreign language courses or a new foreign language beyond the Basic Course Requirement; Religion 302, 322, 323, 324; History 310, 312, 318, 322, 323, 337, 338; Philosophy 301; Greek 300, Latin 301, Hebrew 303. For others, consult adviser.	15
COMPLEMENTARY STUDIES Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	15
FREE ELECTIVES	28-12
CONVOCATION	0-4
Total	128

The Bachelor of Arts Degree With a Major in English With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A) The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	40-52
MAJOR After English 101, 102 (counted in the Basic Course Requirements), eleven courses, including English 244, 301[1], 351[2], 353, 362, and 402. Of the remaining five courses, two must be British; two American; and one a choice between British and American.	33
SUPPORTIVE STUDIES Education 412, 422, 432, and 450[3], or select from the following: Any course(s) in Speech; Theatre Arts; upper-level foreign language courses or a new foreign language beyond the Basic Course Requirement; Religion 302, 322, 323, 324; History 310, 312, 318, 322, 323, 337, 338; Philosophy 301; Greek 300, Latin 301, Hebrew 303. For others, consult adviser.	15
COMPLEMENTARY REQUIREMENTS Health 221 and Psychology 201, 302, and 303.	11
COMPLEMENTARY ELECTIVES Education 412, 422, 432, and 450[3], or any elected area(s) not directly related to the Major, as approved by the faculty adviser.	15-6
FREE ELECTIVES	26-1
CONVOCATION	0-4
Total	128

[1]*Offered only in even-numbered full semesters; alternates with 351.*

[2]*Offered only in odd-numbered full semesters; alternates with 301.*

[3]*The Education Block Program is required and may be supportive or complementary, depending on the student's academic interests.*

Description of Courses

100. College Review of Grammar. Audio-tutorial programs: English Modular Mini-Courses. Individualized instruction through cassettes and response manuals. 3-1-3.*

101. Composition. Rhetoric, selected reading, mechanics as required. 3-0-3.

102. Composition and World Literature. Composition based upon themes and structure of significant world literature, ancient and modern, and including some non-western work(s). Prerequisite: English 101. 3-0-3.**

231. English Literature Survey. Representative writers from major literary periods to the present. 3-0-3.

232. American Literature Survey. Representative writers from the beginning to the present. 3-0-3.

234. Black Literature. A study of black literature in America from Phyllis Wheatley to James Baldwin. Emphasis on Harlem Renaissance Writers, Richard Wright, Ralph Ellison, and later militant authors. 3-0-3.

235. Southern Literature. A study of selected works from Southern writers between William Byrd and Robert Penn Warren, including Edgar Allen Poe, Booker T. Washington, William Sydney Porter, Eudora Welty, Carson McCullers, Flannery O'Connor, and William Faulkner. 3-0-3.

244. World Literature. Masterpieces of world literature, excluding English and American; includes ancient and modern. 3-0-3.

306. American Renaissance. The age of Irving, Poe, Hawthorne, Melville, Emerson, Longfellow. 3-0-3.

307. Late Nineteenth Century American Literature. Beginning with Walt Whitman, the course includes poetry, fiction, and other prose of such writers as Mark Twain, Emily Dickinson, Stephen Crane, and Henry James. 3-0-3.

308. Twentieth Century British Literature. A study of the works of modern British writers such as James Joyce, D. H. Lawrence, Dylan Thomas and Graham Green. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

***English 101 and 102 are prerequisite to all upper-level courses.*

309. Twentieth Century American Literature. A study of the works of representative modern writers such as Ernest Hemingway, William Faulkner, Robert Frost, Theodore Roethke, and Truman Capote. 3-0-3.

310. The American Novel from 1950 to the Present. Designed for majors and non-majors alike, the course surveys such modern authors as Saul Bellow, Joseph Heller, John Updike, Eudora Welty, and Vladimir Nabokov. 3-0-3.

311. Medieval Literature. Includes *Beowulf* and other Anglo-Saxon achievements, medieval drama, romance, poetry; the language of Chaucer and his *Canterbury Tales*. 3-0-3.

312. American Folklore. A study of the major genres of folklore in the United States, some field work in area folklore. 3-0-3.

315. Renaissance Literature. Poetry, drama, and selected prose of Shakespeare's contemporaries. 3-0-3.

316. The Age of Milton. Major poets and selected prose, with emphasis on *Paradise Lost*. 3-0-3.

318. Eighteenth Century Literature. Selected poetry, essays, novels, and drama; includes Pope, Swift, Johnson, Goldsmith. 3-0-3.

321. Romantic Literature. Major poetry of Wordsworth, Coleridge, Byron, Keats, Shelley, others, selected prose. 3-0-3.

322. Victorian Literature. Poetry of Browning, Tennyson, Arnold, others; selected prose. 3-0-3.

343. The English Novel. Representative authors and types from the beginning to the present. 3-0-3.

351. Literary Criticism. Major critical approaches from Aristotle to the present. 3-0-3.

353. Development and Structure of the English Language. Origin, history; Morphology and phonology; discussion of grammars and introduction to transformational grammar. 3-0-3.

362. Advanced Writing. Advanced composition and creative writing, as the student's interests dictate. Recommended for elementary and secondary teachers. 3-0-3.

402. Shakespeare. Approximately ten representative plays. 3-0-3.

*491. Seminar in American Literature.** Subjects change as needed and desired. Typical topics: Southern Literature; Contemporary Jewish and Negro American Writers; Naturalism, Faulkner. 3-0-3.

*492. Seminar in English Literature.** Subjects change as needed and desired. Typical topics: Humanism, Prosody. 3-0-3.

495, 496. Independent Study. Individual study of special subject under guidance of instructor in whose specialization topic lies. Work may be taken for Honors notation on transcript. Application by request in semester prior to study, subject to Departmental approval. 0-Independent Study-3, 0-Independent Study-3.

**A student may take no more than two seminars without Departmental approval.*

Note on Course Numbers: For all courses above 300, odd-numbered courses generally occur in the fall and even-numbered courses in the spring. Students planning to teach should plan ahead so as to allow for the Student Teaching Program in the spring semester of their senior year.



DEPARTMENT OF FINE ARTS

The Department of Fine Arts offers courses in Art, Music, Theatre Arts, and Speech. Its objectives are: (1) to stimulate a greater interest in and understanding of these areas not only for the student but the community as well, (2) to provide an opportunity to engage in creative activity as either spectator or participant, and (3) to offer courses of interest for all students and of the specialization for the major.

Degree Requirements

The Bachelor of Arts Degree With a Major in Music

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A)	40-52
The Fine Arts requirement must be met by taking Music 226. Students seeking teacher certification must satisfy the Social Science requirement by selecting courses from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201. Students interested in Sacred Music must meet the Social Science requirement by taking 6 hours of Psychology selected from 201, 206, 301, 302, 310, or 374.	
MAJOR	30
Applied Major, 12 hours; Music 105, 106, 205, 206, 305 and 306. Each Music major is required to participate in a performing group each semester while enrolled as a Music major.	
SUPPORTIVE STUDIES	17-23
Applied Minor, 4 hours; Music 325, 326, 445, 446, 447, and 3 hours from Music 349, 455, 457, and 459. Liberal Arts Music majors will add ONE of the following for 6 hours: *Performance Option:* 6 hours of Applied Major (culminating in a Junior Recital of at least one-half hour in length; and a Senior Recital one full hour in length. In addition, the student will prepare a 20 minute audition during the Sophomore year for admission to Junior status in this option.) *Treatise Option:* 6 hours of Independent Study (culminating in a definitive document to be defended before the entire music faculty. No recital will be required, but an Applied Major will be studied as indicated above.)	
COMPLEMENTARY STUDIES	15-36
Select one of the following: 15 hours from courses not directly related to the Major, as approved by the faculty adviser. Suggested areas are: Secretarial Science, Religious Education, Art, Theatre Arts and Speech, etc.	
For teacher certification: Education 412, 422, 450, Health 221, Literature (6 hours; see p. 38), Music 245, 247, 248, 347, 348, Psychology 201, 303, and one of the following: 206, 301, or 302. Total: 36 hours.	
For Sacred Music concentration: Music 347, 348, 457 (if not elected in Supportive Studies above), 465, 466, 467, Religion 241, Religious Education 373, and one course in Psychology selected from 301, 302, 303 and 374 not already taken in Basic Course Requirements. Total: 20-23 hours.	
FREE ELECTIVES	20-0
CONVOCATION	0-4
Total	128-139

Piano Proficiency Examination. Each Music major will be expected to pass a piano proficiency exam as an integral part of the overall degree requirements; four hours of an applied minor have been set aside in the curriculum for this purpose. The student who does not achieve the desired proficiency at the end of four semesters will be expected to enroll in piano for credit until such proficiency is acquired. Details as to the specific requirements of the piano proficiency examination may be obtained from the Chairman of Department of Fine Arts.

No student will be permitted to enroll in the Block Program of professional education courses for teacher certification until satisfactorily passing this examination.

Students interested in Sacred Music should be aware of the following:

While participation in a performance group is required each semester of full-time enrollment, at least four semesters must be in a choral organization.

The applied major is to be chosen from organ, piano or voice.

The applied minor in the Supportive Studies is to be 6 semester hours; these are to be elected as follows: for organ majors; 4 hours of voice and 2 hours of piano, or 6 hours of voice; for piano majors: 4 hours of voice and 2 hours of organ; for voice majors; 4 hours of piano and 2 hours of applied elective. Application is to be made with the Department of Fine Arts the semester prior to enrollment in the Administration of Religious Music Programs and Field Work in Sacred Music. To be admitted the student must: be recommended by the Department; have exhibited good Christian character and citizenship; be in good standing academically according to the college retention policy; and have demonstrated genuine interest in the field of church music.

Art

The Department of Fine Arts offers courses in art appreciation to fulfill the liberal arts philosophy of a well-rounded student. These courses are designed to give the student an intelligent appreciation and understanding of the great works of art and of the great creative minds that shaped western civilization. In addition to art appreciation, courses are offered in applied art for teacher certification and for election.

Description of Courses

203. Introduction to Applied Art. A study of the underlying principles basic to all forms of visual organizations. Experiments with technique and materials to develop creative concepts of the visual vocabulary of color, line, texture, plane and volume, value and space. 1-4-3.*

205. Crafts. An introduction to craftwork. This includes projects in studio work in handicrafts and consisting of sculpture ceramic, carving, mosaics, leather craft, rug hooking, mat weaving, metal enameling, etc. 0-6-3.

207. Art Appreciation. A survey of the field of art designed to give the student an intelligent appreciation and understanding of the great works of art and great creative minds that shaped Western civilization. 3-0-3.

301. Art Skills and Appreciation. The course will consist of two studio hours in skills appropriate for elementary school. The studio hours will be complemented by two hours of lecture in art appreciation. 2-2-3.

302. Art Education Materials (Skills). This course consists of three studio hours of art skills appropriate for the early childhood grades. The studio hours will be complemented by one hour of lecture pertaining to the creative development of early childhood. 1-3-3.

304. Basic Drawing and Painting. Practice in drawing and painting and the study of composition, light and shadow relationships, and the rendering of texture and form. Media: charcoal, oil, gouache, and water-color. Prerequisite: Art 203. 0-6-3.

305. Arts and Crafts in the Elementary School. Exploration into the functional use of art and craft materials, techniques and projects appropriate for elementary grades. 2-2-3.

306. Sculpture. A study of the elements of three dimensional form using clay, plaster and wood as a means of expression. The course will include techniques and practice in modeling, casting and carving. 0-6-3.

308. Ceramics. An introduction to ceramics with techniques and practice in pinch pot, slab and coil-building methods. The course includes practice in decorating, glazing and firing. 0-6-3.

309. Technical Problems in Ceramics. This course is designed for art and industrial art majors and is concerned with the technical problems involved in making ceramics. 1-4-3.

400. Modern Art History. A survey of creative activity in the Western world from neo-classic to contemporary art. 3-0-3.

495. Independent Study. A specialized course for elementary teachers. The student selects individual projects or problems in one area from painting, sculpture and ceramics. Admission on approval of Chairman. 0-6-3.

Music

Courses are offered in the field of music to train the student in the essentials of musicianship; to guide the student in the integration of the art of music with the art of living; to coordinate the musical activities of the student in order that both sacred and secular music may be maintained at a high standard of quality; and to prepare the student for graduate or professional training, a teaching career, or the ministry of music in churches.

The Opera Workshop was begun for interested students in the fall of 1969. The laboratory in operatic training is so organized as to permit the young singer to progress from small parts through work in Chamber Opera to larger roles in standard works.

Key to numbering of courses in Music:

The first digit denotes the level of study: 0-Preparatory; 1-Freshman; 2-Sophomore; 3-Junior; 4-Senior. The second digit identifies the area of study: 0-Music Theory; 2-Music History and Literature; 4 and 5-Music Education; 6-Sacred Music; 7 and 8-Performance Groups. The third digit designates the semester in which the course is usually offered: Odd numbers for the fall semester and even numbers for the spring semester. However, there are some courses that are offered each semester.

In addition, the second digit for all applied music course numbers signifies the medium of performance: 0-Piano; 1-Voice; 2-Organ; 3-Brass; 4-Woodwinds; 5-Strings; 6-Percussion. The third digit indicates the amount of credit earned in applied music; one hour credit if the course number ends in 1; two hours credit if the course number ends in 2; three hours credit if the course number ends in 3; four hours credit if the course number ends in 4.

Description of Courses

Applied Music

Piano

001. Preparatory Piano ½-3-0.*
002. Preparatory Piano. 1-6-0.
101. Lower Division Piano. ½-3-1.
102. Lower Division Piano. 1-6-2.
301. Upper Division Piano. ½-3-1.
302. Upper Division Piano. 1-6-2.
303. Upper Division Piano. 1-9-3.
304. Upper Division Piano. 1-12-4.

Voice:

011. Preparatory Voice. ½-3-0.
012. Preparatory Voice. 1-6-0.
111. Lower Division Voice. ½-3-1.
112. Lower Division Voice. 1-6-2.
311. Upper Division Voice. ½-3-1.
312. Upper Division Voice. 1-6-2.
313. Upper Division Voice. 1-9-3.
314. Upper Division Voice. 1-12-4.

Organ:

021. Preparatory Organ. ½-3-0.
022. Preparatory Organ. 1-6-0.
121. Lower Division Organ. ½-3-1.
122. Lower Division Organ 1-6-2.
321. Upper Division Organ. ½-3-1.
322. Upper Division Organ. 1-6-2.
323. Upper Division Organ. 1-9-3.
324. Upper Division Organ. 1-12-4.

Brass:

031. Preparatory Brass. ½-3-0.
032. Preparatory Brass. 1-6-0.
131. Lower Division Brass. ½-3-1.
132. Lower Division Brass. 1-6-2.
331. Upper Division Brass. ½-3-1.
332. Upper Division Brass. 1-6-2.
333. Upper Division Brass. 1-9-3.
334. Upper Division Brass. 1-12-4.

Woodwinds:

041. Preparatory Woodwinds. ½-3-0.
042. Preparatory Woodwinds. 1-6-0.
141. Lower Division Woodwinds. ½-3-1.
142. Lower Division Woodwinds. 1-6-2.
341. Upper Division Woodwinds. ½-3-1.
342. Upper Division Woodwinds. 1-6-2.
343. Upper Division Woodwinds. 1-9-3.
344. Upper Division Woodwinds. 1-12-4.

Strings:

051. Preparatory Strings. ½-3-0.
052. Preparatory Strings. 1-6-0.
151. Lower Division Strings. ½-3-1.
152. Lower Division Strings. 1-6-2.
351. Upper Division Strings. ½-3-1.
352. Upper Division Strings. 1-6-2.
353. Upper Division Strings. 1-9-3.
354. Upper Division Strings. 1-12-4.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

Percussion:

061. Preparatory Percussion. ½-3-0.
062. Preparatory Percussion. 1-6-0.
161. Lower Division Percussion. ½-3-1.
162. Lower Division Percussion. 1-6-2.
361. Upper Division Percussion. ½-3-1.
362. Upper Division Percussion. 1-6-2.
363. Upper Division Percussion. 1-9-3.
364. Upper Division Percussion. 1-12-4.

Music Theory

105, 106. First Year Theory. Introduces primary and secondary triads, four-part writing procedures with suitable ear training, sight singing, and keyboard assignments. Covers various aspects of musical form such as melody, tension and relaxation, and phrase structures through simple part forms. 3-2-4, 3-2-4.

205, 206. Second Year Theory. The integrated study of chromatic harmony and modulation to all keys. A continuation of areas begun in First Year Theory with additional emphasis on analysis and composition in smaller forms. 2-2-3, 2-2-3.

305, 306. Third Year Theory. Further examination of linear writing and combination of contrapuntal voices. Music score studies in larger structural forms as rondo, variation, sonata, etc., through the twentieth century with harmonic analysis in all periods of music history. 2-0-2, 2-0-2.

Music History and Literature

125. Music Appreciation. A course in the elements of music and music literature for the non-Music major, with special emphasis on listening and the ability to recognize themes from various compositions. Some concert attendance will be required. 3-0-3.

225. European Music Study Tour. Emphasizes the history of European music and its cultural environment through travel to major historical European music centers; papers, lecture attendance, and European concert attendance will be required. 3-½-3.

226. Music Literature. An introductory listening course for the Music major leading to the study of the history of music. 3-0-3.

325, 326. Music History I, II. A study of the history of Western music, from its beginnings through the contemporary period. 3-0-3, 3-0-3.

Music Education

145, 146. Piano Class I, II. Group instruction of piano for beginning students. Materials appropriate for accompanying, improvisation, sight-reading, and transposition are included. Special fee. 2-3-1, 2-3-1.

147, 148. Voice Class I, II. Two semesters of progressive study designed for the student desiring a basic knowledge of voice production in speech and song. Special fee. 2-3-1, 2-3-1.

245. Brass and Percussion Class. Elementary instruction in the techniques of playing instruments in the brass and percussion families. Individual competencies will be stressed on instruments of the percussion group; ensemble experience including playing, arranging, and conducting will be stressed in the brass group. Open to all students. 2-1-1.

246. Guitar Class. A beginning course for students with little or no experience with the guitar. Special fee. 1-3-1.

247. Strings Class. Elementary instruction in the techniques of tone production of instruments in the strings family. Open to all students 2-1-1.

248. Woodwinds Class. Elementary instruction in the techniques of tone production of instruments in the woodwinds family, both single reed and double reed. Open to all students. 2-1-1.

345. Music Foundations for the Classroom Teacher. Provides background in theory and music appreciation for classroom teachers. No previous experience necessary. Includes piano and autoharp chording, singing, fundamentals, and recorder. Survey of music history from Baroque to present day. 3-0-3.

346. Music Methods for the Classroom Teacher. Practical application of skills acquired in Music 345. Examination of basal music series, plus outside reading. Expanded experience with instruments. Actual teaching experience in local schools and kindergarten. 3-0-3.

347. Elementary Music Education. Materials and methods for music specialists. Teaching and supervision of music program for elementary schools, based on developmental knowledge of music concepts through musical activities. 2-0-2.

348. Secondary Music Education. Materials and methods for the development of music programs for junior and senior high schools, including techniques for general music, instrumental, and vocal classes. 2-0-2.

349. Instrumental Methods and Literature. The teaching and supervision of music as it relates to the junior and senior high school instrumental program. Marching band techniques and problems in staging shows for special events are included. 3-0-3.

445. Conducting Fundamentals. Introductory course in conducting. 1-1-1.

446. Choral Conducting. Conducting and rehearsal techniques applied to actual conducting experience in class and college choral performing groups. 2-0-2.

447. Instrumental Conducting. Conducting patterns and techniques as applied to various combinations of instruments from small ensembles to symphonic band and orchestra. Instrumental performing groups will serve as laboratory groups. 1-0-1.

455. Piano Pedagogy and Literature. Methods and materials appropriate for group and private instruction of adults and children with discussion of the related problems. Detailed analysis of piano literature in each historic period required. 2-2-3.

457. Vocal Pedagogy and Literature. A study of methods and materials for the teaching of private and class voice. Evaluation of vocal literature for elementary and advanced student. 2-2-3.

459. Organ Pedagogy and Literature. A comprehensive survey of organ literature, the history of organ construction and development, and a study of the basic principles of private organ instruction. 2-2-3.

Sacred Music

265. Introduction to Sacred Music. The organization and administration of the total Sacred Music Program. Open to all students. No musical knowledge required. 3-0-3.

465. Hymnology. A study of music in worship and of hymn texts, tunes, and congregational singing in Christian churches from its beginning through the contemporary period. 3-0-3.

466. Administration of Religious Music Programs. Practical study of organization and administration of the Sacred music program emphasizing staff relationships, outreach, and choirs. Open to all students. 3-0-3.

467. Field Work in Sacred Music. Observation and participation in the development of a sacred music program. May be taken only concurrently with or after completing Music 466. Open to non-Music majors with the permission of the instructor. 0-2-1.

Performance Groups

175, 375. College Chorus. A large choral group which prepares programs of sacred and secular music for presentation on campus and in area churches and schools. At least one major oratorio or cantata is performed annually. 0-3-1, 0-3-1.

176, 376. Chamber Chorus. A small group of selected mixed voices which performs sacred and secular music on and off campus. Combined with other campus choral groups, it performs two major works annually, usually one with orchestra. 0-3-1, 0-3-1.

177, 377. Choral Ensemble. A mixed chorus of select voices determined by auditions held at the beginning of the school year. The Choral Ensemble is the official touring choir of the college. Open to all students in good standing. 0-3-1, 0-3-1.

185, 385. Bulldog Band. Prior instrumental ensemble experience is desired before enrolling. The Bulldog Band is the official pep band for all college athletic functions. 0-3-1, 0-3-1.

186, 386. Orchestra. Offered in the evening school and open to all students at the college as well as residents of the community. Advance approval of the director required. 0-2-1, 0-2-1.

187, 387. Accompanying. Students accepted by audition, on recommendation of the music faculty, to serve as accompanists under supervision. 0-3-1, 0-3-1.

Independent Study

495, 496. Independent Study. Supervised study program in a field of special interest. Prerequisite: Approval of Department Chairman and Instructor. 0-Independent Study-3, 0-Independent Study-3.

Theatre Arts and Speech

Two major objectives are sought in the offering of courses in the areas of Theatre Arts and Speech. These are: (1) to promote the individual's effective oral communication of ideas, attitudes, and concepts in today's complex social structure, and (2) to provide a study of theatre arts and speech as creative arts.

Description of Courses

Theatre Arts

101. The Art of the Drama. Drama as an artistic, literary form and its production. 3-0-3.*

201. Stagecraft I. The construction and painting of scenery and properties. 2-3-3.

202. Stagecraft II. Lighting, costuming, and make-up. 3-1-3.

203. Applied Theatre. Participation in college productions. (No more than 4 credits.) 0-Productions-1.

211. Fundamentals of Acting. The basic techniques of movement, gesture, and facial expressions in character interpretation. 3-0-3.

214. Theatre Art in the Mass Media. The art of the stage, film, radio, and television. 3-0-3.

301. Religious Drama. 3-0-3.

313. British Drama. Significant drama of England and Ireland from the medieval period to the present. 3-0-3.

314. American Drama. Significant drama of the Twentieth Century. 3-0-3.

315. World Drama. Significant world drama from the Greeks to the present. 3-0-3.

401-402. Directing. Analysis of the problems of the director-producer, the preparation of prompt books, and the production of short plays. 3-0-3, 3-0-3.

Speech

102. Public Speaking. The preparation and presentation of public address. 3-0-3.

201. Announcing for Broadcasting. 1-4-3.

207. Voice and Diction. Advanced study of the vocal organs and their functions, the International Phonetic Alphabet, and vocal characteristics. 3-0-3.

305. Oral Interpretation. The recreating for a listening audience of the intended meaning of the printed page. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

The objectives of ancient language training are:

1. To teach students to read and to translate the language(s) chosen, with greater emphasis on translation.
2. To create an awareness of the relationship of our own languages and culture to some of those of earlier times, especially Greek, Hebrew, and Latin.
3. To provide the background for a more thorough understanding of the composition, nature, and context of the Bible.
4. To offer the experiences, discipline, and technical knowledge needed for in-depth study and research in the Bible in the original languages for private, seminary, or other graduate study.

The objectives of modern foreign language training are to assist the student:

1. To gain an understanding of the culture, civilization, and literature of another people.
2. To develop an awareness of the relation of our own language and culture to those of another country.
3. To understand, without translating, the modern foreign language as spoken and written by natives.
4. To speak and to write the modern foreign language in a manner acceptable and intelligible to native speakers.

Students who have had two years of a foreign language in high school may begin with course 201 if they continue in that language.

Degree Requirements

The Bachelor of Arts Degree With a Major in French	*Semester Hours*
BASIC COURSE REQUIREMENTS (Group A)	40-52
MAJOR French 303 and 304 are normally required. The additional 24 semester hours will be selected from French courses above elementary level.	30
SUPPORTIVE STUDIES 15 hours in one of the following fields: Biology, Chemistry, Mathematics, Business, Education, Fine Arts, Health Education and Physical Education, Psychology, Religion, Social Sciences, English Literature, another Foreign Language, History or 18 hours in any combination from English Literature, another Foreign Language or History.	15-18
COMPLEMENTARY ELECTIVES Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	18
FREE ELECTIVES	25-6
CONVOCATION	0-4
Total	128

The Bachelor of Arts Degree With a Major in French With Preparation for Secondary (9-12) Teacher Certification	*Semester Hours*
BASIC COURSE REQUIREMENTS (Group A) The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	40-52
MAJOR French 303 and 304 are normally required. The additional 24 semester hours will be selected from French courses above the elementary level.	30
SUPPORTIVE STUDIES (Professional Education) Education 412, 422, 432, and 450.	15
COMPLEMENTARY REQUIREMENTS Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 38).	17
FREE ELECTIVES	26-10
CONVOCATION	0-4
Total	128

The Bachelor of Arts Degree With a Major in Spanish

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A.)	40-52
MAJOR	30
Spanish 303 and 304 are normally required. The additional 24 semester hours will be selected from Spanish courses above the elementary level.	
SUPPORTIVE STUDIES	15-18
15 hours in *one* of the following fields: Biology, Chemistry, Mathematics, Business, Education, Fine Arts, Health Education and Physical Education, Psychology, Religion, Social Sciences, English Literature, another Foreign Language, History, or 18 hours in any combination from English Literature, another Foreign Language, or History.	
COMPLEMENTARY ELECTIVES	18
Any elected area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	25-6
CONVOCATION	0-4
Total	128

The Bachelor of Arts Degree With a Major in Spanish With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A.)	40-52
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	
MAJOR	30
Spanish 303 and 304 are normally required. The additional 24 semester hours will be selected from Spanish courses above the elementary level.	
SUPPORTIVE STUDIES (Professional Education)	15
Education 412, 422, 432, and 450.	
COMPLEMENTARY REQUIREMENTS	17
Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 38).	
FREE ELECTIVES	26-10
CONVOCATION	0-4
Total	128

Description of Courses

Aramaic

401, 402. Elementary Aramaic. An inductive approach to the study of the grammar, syntax, and vocabulary of biblical Aramaic while translating portions of the Old Testament. Prerequisite: Hebrew 101-102. 3-0-3, 3-0-3.*

French

101, 102. Elementary French. 3-0-3, 3-0-3.

201, 202. Intermediate French. Prerequisite: French 102 or two units of high school French or its equivalent. 3-0-3, 3-0-3.

203, 204. French Literature In Translation. Representative selections of French Literature in English translation. Lectures, class discussion, and reports, oral and written. (No knowledge of French required.) 3-0-3, 3-0-3.

301, 302. Advanced French Grammar, Composition, and Conversation. Oral and written work in the language with training in the acquisition of an active, idiomatic French vocabulary. Prerequisite: French 201-202 or its equivalent. 3-0-3, 3-0-3.

303, 304. Survey of French Literature. The literature of France from the Old French period to the present. Prerequisite: French 201-202 or its equivalent. 3-0-3, 3-0-3.

305, 306. French Civilization. French history and civilization from early times to the present. Prerequisite: French 201-202 or its equivalent. 3-0-3, 3-0-3.

307, 308. French Literature of the Nineteenth Century. Reading and discussion of selected works. Prerequisite: French 201-202 or its equivalent. 3-0-3, 3-0-3.

309. Phonetics. Scientific analysis of the phonetic alphabet, voice recordings, phonetic transcriptions. Prerequisite: French 201-202 or its equivalent. 3-0-3.

311, 312. French Conversation Abroad. Extension formal and informal training in French conversation in a living French setting. Offered as a summer program only in a French-speaking country. Lecture-Travel-3, Lecture-Travel-3.

313, 314. French Literature of the Twentieth Century. Reading and discussion of selected works. Prerequisite: French 202 or its equivalent. 3-0-3, 3-0-3.

401, 402. Reading and Research. Extensive reading of French literature. Study of bibliography and research techniques. Open to outstanding Seniors by permission of the Department. 3-0-3, 3-0-3.

432. Methods of Teaching French. Special consideration is given to methods, materials, and techniques of teaching French. Required of all students planning to teach French in grades 9-12. 3-0-3.

495, 496. Independent Study. Designed to enable a Senior or Junior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

German

101, 102. Elementary German 3-0-3, 3-0-3.

201, 202. Intermediate German. Prerequisite: German 102 or its equivalent. 3-0-3, 3-0-3.

Greek

101, 102. Elementary New Testament Greek. A study of Koine Greek. 3-0-3, 3-0-3.

201, 202. Intermediate New Testament Greek. Prerequisite: Greek 101-102, 3-0-3, 3-0-3.

300. Greek Civilization. A social and intellectual history of the Greeks and their contributions to civilization as reflected in their historical and literary works. (No knowledge of a foreign language is required). 3-0-3.

301, 302. Advanced New Testament Greek. Selections in the Pauline Epistles. Prerequisite: Greek 201-202. 3-0-3, 3-0-3.

495, 496. Independent Study. Selections from all books of the New Testament. Prerequisite: Greek 301-302. 0-Independent Study-3.

Hebrew

101, 102. Elementary Hebrew. A study of the grammar, syntax, and vocabulary of classical Hebrew as reflected in the Old Testament, with the translation of simple texts during the second semester. 3-0-3, 3-0-3.

201, 202. Intermediate Hebrew. The translation of selected portions of the Old Testament with special emphasis on vocabulary and grammatical and syntactical analyses. Prerequisite: Hebrew 301-302. 3-0-3, 3-0-3.

303. Jewish Civilization. A social and intellectual history of the Jews and their contributions to civilization from c. A.D. 135 to the present, as reflected in historical and literary works. (No knowledge of foreign language is required.) 3-0-3.

Latin

101, 102. Elementary Latin. 3-0-3, 3-0-3.

201, 202. Intermediate Latin. Prerequisite: Latin 101-102, 3-0-3, 3-0-3.

301. Roman Civilization. A social and intellectual history of the Romans and their contributions to civilization as reflected in their historical and literary works. (No knowledge of foreign language is required). 3-0-3.

Spanish

101, 102. Elementary Spanish. 3-0-3, 3-0-3.

201, 202. Intermediate Spanish. Prerequisite: Spanish 102 or two units of high school Spanish or its equivalent. 3-0-3, 3-0-3.

203, 204. Masterpieces of Spanish Literature in Translation. Selected Spanish literary works studied in translation. (No knowledge of Spanish required.) 3-0-3, 3-0-3.

301, 302. Advanced Spanish Grammar, Composition, and Conversation. Oral and written work in the language with training in the acquisition of an active, idiomatic Spanish vocabulary. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3, 3-0-3.

303, 304. Survey of Spanish Literature. The literature of Spain from the earliest periods to the present. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3, 3-0-3.

305. Spanish Civilization. Spanish history and civilization from early times to the present. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3.

306. Spanish American Civilization and Culture. Spanish American Civilization and Culture from colonial times to the present. Prerequisite: Spanish 202 or its equivalent. 3-0-3.

307-308. Introduction to Modern Spanish Literature. Reading and discussion of selected works. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3, 3-0-3.

309. Phonetics. Scientific analysis of the phonetic alphabet, voice recordings, phonetic transcriptions. Prerequisite: Spanish 201-202 or its equivalent. 3-0-3.

311, 312. Spanish Conversation Abroad. Extensive formal and informal training in Spanish conversation in a living Spanish setting. Offered as a summer program only in a Spanish-speaking country. Lecture-Travel-3, Lecture-Travel-3.

401, 402. Reading and Research. Extensive reading of Spanish literature. Study of bibliography and research techniques. Open to outstanding Seniors by permission of the Department. 3-0-3, 3-0-3.

432. Methods of Teaching Spanish. Special consideration is given to methods, materials, and techniques of teaching Spanish. Required of all students planning to teach Spanish in grades 9-12. 3-0-3.

495, 496. Independent Study. Designed to enable a Senior or Junior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

Sign Language 101. Manual Communication. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*



DEPARTMENT OF HEALTH EDUCATION AND PHYSICAL EDUCATION

The Department of Health Education and Physical Education believes that it makes a unique contribution toward fulfilling the purpose of Gardner-Webb College. The Department offers a program to promote the total fitness of all students. The physical, mental, emotional, social, and spiritual growth of the individual is stressed in all areas. The major purposes of the Department are: (1) to prepare persons for careers in Health Education and Physical Education through its professional program, (2) to provide an activity program which will contribute to the liberal education of each student by emphasizing lifetime sports, and (3) to provide wholesome recreational and professional opportunities for the students, faculty, and staff.

Every regularly enrolled student is required to earn a minimum of two semester hours credit in Physical Education. Physical Education 101 is required of all students with the following exceptions: (1) for students with medical excuses Physical Education 108 and 109 may be substituted, and (2) Physical Education majors will take Physical Education 107 and 207. All Physical Education students are expected to wear regulation uniforms which may be purchased from the College Bookstore.

Every Physical Education major must maintain a satisfactory level of physical fitness as determined by the Gardner-Webb College Physical Fitness Test.

Degree Requirements

The Bachelor of Science Degree With a Major in Health Education and Physical Education
With Preparation for Teacher Certification (K-12)

	Semester Hours
BASIC COURSE REQUIREMENTS (Group B is recommended)	48
The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, and Sociology. The Fine Arts requirement must be fulfilled by taking Art 207 or Music 125. Physical Education 107 and 207 will satisfy the Physical Education requirement. Biology 101, 203, 204, Physical Education 405 (or Physical Education 406), and Chemistry 101, Physics 103, or Physics 201 are required and will satisfy the Natural Science requirement.	
MAJOR	30
General Theory 9	
Physical Education 211, 408, and 409.	
Theory 13	
Physical Education 301,331,341,342, and 402.	
Health Education 8	
Health Education 321, and 5 hours from 222, 223, 415, 416 and 431.	
SUPPORTIVE STUDIES (Professional Education)	15
Education 412, 422, 450, and Physical Education 432.	
COMPLEMENTARY REQUIREMENTS	15
Psychology 201, 302, 303, and 6 hours of literature (see p. 38).	
COMPLEMENTARY ELECTIVES (Second Teaching Field)	8-15
Every Health Education and Physical Education major should have a second teaching field. This area of study is to be approved by the faculty adviser.	
FREE ELECTIVES	12-1
CONVOCATION	0-4
Total	128

309. Officiating. Techniques and procedures of officiating in athletics. 2-1-2.

312. Church Recreation. A comprehensive survey applying the principles of directed leisure time to the needs of the local church. Topics covered include philosophy, program areas, facilities, personnel, and relationships with the other organizations within the church. 3-0-3.

331. Creative Movement (K-9). Methods and materials for the teaching of movement and dance on the K-9 level. Emphasis is on creativity through movement exploration and dance. 2-1-2.

332. Creative Movement. (10-12). Methods and materials for the teaching of movement and dance on the 10-12 level. Emphasis is on creativity through movement exploration and dance. 2-1-2.

341. Theory and Techniques of Team Sports. 3-3-3.

342. Theory and Techniques of Individual and Dual Sports. 3-3-3.

402. Adapted Physical Education. Methods and materials for instruction in adapted and corrective Physical Education with special emphasis on the program for the mentally retarded child. 3-1-3.

403. Theory and Techniques of Teaching Gymnastics. Tumbling and recreational games; history, aims, and objectives of the program; development of demonstration programs. 2-1-2.

404. Curriculum and Instruction. A course designed to aid the physical education major in program building and in the techniques of teaching physical education. Open only to Physical Education majors. 2-1-2.

405. Kinesiology. Study of many of the factors involved in human motion. Prerequisite: Biology 203 and 204. 2-0-2.

406. Physiology of Exercise. A course planned especially for students majoring in physical education. Emphasis placed on the physiology of muscles and nerves. Prerequisite: Biology 203 and 204. 2-0-2.

407. Foundations of Community Recreation. Introductory course in community organization for recreation, including finances, program areas and facilities, publicity, legal status, and personnel. 3-1-3.

408. Organization and Administration of Health Education and Physical Education. This course deals with the administrative problems involved in the field of health education and physical education. 3-0-3.

409. Tests and Measurements. Study of tests and measurements. Currently used in the health and physical education program; attention to elementary statistical procedure and grading in health and physical education. 3-0-3.

410. Problems in Physical Education and Athletics. Individual investigations of research methods and special problems in physical education and athletics. 3-0-3.

432. Secondary School Activities (Methods of Teaching). A course in methods and materials, theory, practice, and program building in physical education covering secondary school activites. 3-0-3.

495, 496. Independent Study. Designed to enable a Senior student to undertake a specific research or intern project of professional interest and need. 0-Independent Study-3, 0-Independent Study-3.

Health Education

221. Personal and Community Health. A thorough study of the health problems of the individual, school and community. 2-0-2.

222. First Aid. A course designed to train and qualify students as instructors in first aid. 2-1-2.

223. Safety Education. A course designed to enable the student to teach safety education (K-12). 3-1-3.

320. Health Education (Early Childhood, Intermediate). Methods and materials for classroom instruction in health and safety for the elementary teacher. 2-1-2.

321. Health Education for Secondary Teachers. Methods and materials for classroom instruction in health and safety for the secondary teacher. 3-0-3.

325. Techniques of Athletic Training. First aid and athletic training with reference to safety in athletics, conditioning, diet, bandaging and taping, massage, hydrotherapy, and treatment of various injuries. 2-0-2.

415. Drug Education. Advanced study of the drug use and abuse problem. Pharmacological, sociological, psychological, and educational aspects of drug use and abuse are stressed. 3-0-3.

416. Sex Education in the Schools. This course is designed to help prospective teachers organize and conduct meaningful learning experiences in family life and sex education. A study of human sexuality and family life education constitute the course. 3-0-3.

421. Driver Education and General Safety. Methods and materials for classroom instruction, organization and administration of driver education, and safety problems. 3-1-3.

431. Problems in Health Education. Advanced study of personal and community health problems, environmental health, family living, and mental and emotional health. 3-0-3.

DEPARTMENT OF MATHEMATICS AND PHYSICS

The objectives of this department are:

1. To help the student think so as to reach logical and valid conclusions.
2. To enable the student to have a more meaningful definition of mathematics as a result of postulational thinking.
3. To assist the student in recognizing mathematics as the powerful tool for calculation.
4. To acquaint the student with the basic laws of physics.
5. To prepare some for teaching mathematics in elementary or secondary schools, or for further study.

Degree Requirements

The Bachelor of Science Degree With a Major in Mathematics	*Semester Hours*
BASIC COURSE REQUIREMENTS (Group A or B.)	40-52
Any Student electing Group A must earn 8 hours in one of the following areas: Biology, Chemistry, Physics. Any student electing Group B must earn 8 hours each in any two of the following areas: Biology, Chemistry, Physics.	
MAJOR	30
Mathematics 221, 222, 305, 321, and 322 are required. The remaining hours are to be selected from Mathematics 115 and Mathematics courses numbered 211 or above.	
SUPPORTIVE STUDIES	15
Science. (A student satisfying the Basic Course Requirements by Group A must earn 8 hours in one of the following areas: Biology, Chemistry, Physics; this area must be different from that chosen to satisfy the Natural Science Requirement in Group A.)	
The remaining hours are to be selected from the following areas: Biology, Chemistry, Physics, Economics, Business Administration, Data Processing, as approved by the Chairman of the Department.	
COMPLEMENTARY ELECTIVES	15
These courses must be selected from area(s) not directly related to the Major, as approved by the Chairman of the Department.	
FREE ELECTIVES	28-12
CONVOCATION	0-4
Total	128

The Bachelor of Science Degree With a Major in Mathematics With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A or B.)	40-52
For Group A, Biology 101 and one of the following are required: Chemistry 101, Geology 101, Physics 103 or 201. For Group B, 8 hours of Natural Science in addition to that required for Group A are required. At least 8 hours of the 16 hours of Natural Science must be either Chemistry or Physics. The Social Science requirement must be taken from two of the following areas: Anthropology, Economics, Geography, Political Science, Sociology. Art 207 or Music 125 is required to satisfy the Fine Arts requirement if Group B is elected.	
MAJOR	30
Mathematics 221, 222, 302, 303, 305, 321, 322, 404, and 405 are required. The remaining hours are to be selected from Mathematics 115, 211, 216, 304, 312, 400, 401, 403, 495, 496.	
SUPPORTIVE STUDIES	15-23
Education 412, 422, 432, and 450 are required. Science. Any student satisfying the Basic Course Requirements by Group A must earn 8 additional hours in Natural Science. At least 8 hours of the 16 hours of Natural Science must be either Chemistry or Physics. The remaining hours are to be selected from the following areas: Biology, Chemistry, Physics, Economics, Business Administration, Data Processing, as approved by the Chairman of the Department.	
COMPLEMENTARY REQUIREMENTS	17
Health 221, Psychology 201, 302, 303, and 6 hours of literature (see p. 38).	
FREE ELECTIVES	26-2
CONVOCATION	0-4
Total	128

Description of Courses

Mathematics

101. Basic Mathematical Skills. A study of selected topics from arithmetic and algebra. Various topics presented in modules. (Will not count toward Basic Course Requirements). 3-1-3.

103. Principles of Mathematics. A study of elementary set theory, logic, algebra, geometry, probability, and an introduction to computers. (Recommended especially for students who have not satisfactorily completed Algebra I, Geometry, and Algebra II.) 3-0-3.

111. Trigonometry. A study of real numbers, trigonometric functions, identities, logarithms, inverse functions, equations, solutions of triangles. 3-0-3.

112. College Algebra. Axiomatic properties of real numbers; sets, functions, equations, inequalities, progressions, permutations, and combinations. 3-0-3.

113. Mathematical Topics. The study of trigonometric identities, matrices, logarithms, mensuration formulae, and symbolic logic. 1-0-1.

115. Calculating Techniques. Wang calculator and slide rule. 1-1-1 .

203. Mathematics for Elementary Teachers-I. A study of elementary set theory and logic, integers, rational numbers, number systems of other bases, elementary number theory, and the metric system. 3-0-3.

204. Mathematics for Elementary Teachers-II A study of real numbers, probability, statistics, geometry, and algebra. Prerequisite: Mathematics 203. 3-0-3.

211. Finite Mathematics. A study of the theory and applications of vectors, matrices, probability, linear programming; the derivation and application of formulas from mathematics of finance. Prerequisite: Mathematics 111 and 112 or 221. 3-0-3.

216. Probability and Statistics. Introductory principles of probability and their applications. Basic statistical analysis. Prerequisite: Three hours of college mathematics. 3-0-3.

221. Introductory Calculus. A course including the study of real functions and their graphs; slope, limits, continuity, derivatives with applications, integration with applications. 3-0-3.

222. Calculus and Analytic Geometry I. The definite integral with applications. Transcendental functions. Techniques of integration. Prerequisite: Mathematics 221. 3-0-3.

302. Linear Algebra. Vector spaces, matrices, determinants, systems of linear equations, and linear transformations in vector spaces. Prerequisite: Mathematics 222. 3-0-3.

303. Modern College Geometry. Elementary geometry from an advanced standpoint, some evaluations and criticisms of Euclidean geometry, non-Euclidean and analytic geometry, some topics in modern geometry. Prerequisite: Mathematics 221. 3-0-3.

304. History of Mathematics. A study of the development of mathematics, together with a study of the lives and contributions of leading mathematicians. Prerequisite: Mathematics 221. 3-0-3.

305. FORTRAN Programming. An introductory course in computer programming with applications to the elementary scientific and commercial problems. Laboratory fee. Prerequisite: Mathematics 112 or 221. 3-0-3.

312. Intermediate Analysis. Basic ideas and techniques of analysis for real-valued functions of an arbitrary number of real variables. Prerequisite: Mathematics 222, 3-0-3.

321. Calculus and Analytic Geometry II. Polar coordinates, conic sections. Improper integrals. Series. Prerequisite: Mathematics 222. 3-0-3.

322. Multivariable Calculus. Vectors. Solid analytic geometry. Partial differentiation. Multiple integration. Prerequisite: Mathematics 321. 3-0-3.

400. Mathematical Statistics. A study in the theory of probability set functions, distributions of random variables, and functions, estimations, testing of hypotheses, analysis of variance and covariance. Prerequisites: Mathematics 322. 3-0-3.

401. Introductory Topology. A study of metric spaces, topological spaces, connected topological spaces, and compact topological spaces. Prerequisite: Mathematics 322. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

403. Differential Equations. Ordinary differential equations of first order and first degree, first order and higher degree, with applications. Prerequisite: Mathematics 322. 3-0-3.

404. Modern Abstract Algebra. A critical study of the real number system: elementary theory of groups, rings, integral domain, and fields. Prerequisite: Mathematics 222. 3-0-3.

405. Innovations in Secondary School Mathematics. A study of selected topics in mathematics which are relevant to the modern curriculum in the secondary school. Prerequisite: Mathematics major (Teacher Certification), Junior standing. 3-0-3.

495, 496. Independent Study. Prerequisite: Mathematics 322 and approval of the Chairman of the Department. 0-Independent Study-3, 0-Independent Study-3.

Physics

103. Introductory Physics. A study of the elementary concepts of mechanics, wave motion, electricity, magnetism, optics, and nuclear energy. 3-2-4.

201. General Physics – I. The study of Newtonian mechanics, the laws of thermodynamics, properties of matter, wave motion, and sound. Prerequisite: Mathematics 111 and 112 or 221. 3-3-4.

202. General Physics – II. An extensive study of the properties of light, magnetism, electricity, and nuclear energy. Prerequisite: Physics 201. 3-3-4.



DEPARTMENT OF PSYCHOLOGY

The Department of Psychology endeavors to develop within its participants an understanding of the fundamentals of human behavior, a functional knowledge of scientific methods of studying behavior, and an appreciation of the dignity and complexity of persons. The Department provides a diversified program for its majors and offers one or more courses as required or elected by students from other departments of the college.

Degree Requirements

The Bachelor of Science Degree With a Major in Psychology

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A, B, or C)	40-52
Psychology 201 and 206, which are required, will satisfy the Social Science requirement, and Biology 101 and 102 are recommended for the Natural Science requirement.	
MAJOR — (36 hours, 6 counted on Basic Course Requirements)	30
Psychology 201, 206, 307, 397, and 441 or 444 are required. Fifteen hours, excluding Psychology 498, must be earned at the 400 level.	
SUPPORTIVE STUDIES	15
To be chosen from Philosophy, Mathematics, Natural Science, Theatre Arts, Literature, Sociology, Anthropology, Foreign Language, and other courses approved by the faculty adviser.	
COMPLEMENTARY ELECTIVES	15
Other area(s) not directly related to the Major, as approved by the faculty adviser.	
FREE ELECTIVES	28-12
CONVOCATION	0-4
Total	128

Description of Courses

201. General Psychology. A survey of psychology as the scientific study of behavior. The areas treated include learning, interpretive behavior, motivation, personality, measurement, the developmental process, social adjustment, and the biological bases of behavior. 3-0-3.*

206. Developmental Psychology. The psychological evolution of the individual through the life span and effect of the bio-social field on that evolution. Prerequisite: Psychology 201. 3-0-3.

301. Child Psychology. A study of the general principles of growth and development of the child from birth to early adolescence with emphasis upon intellectual, physical, emotional, and social development. Prerequisite: Psychology 201. 3-0-3.

302. Adolescent Psychology. The study of emotional, physical, and social maturation from puberty to early adulthood with emphasis on adjustment difficulties and communication with the adolescent. Prerequisite: Psychology 201. 3-0-3.

303. Educational Psychology. A problem-centered approach to the application of psychological principles to the educational process. Participants gain experience in stating, discussing, and writing solutions to problems presented in script form. Prerequisites: Psychology 301 or 302. 3-0-3.

305. Psychology of Personality. A survey of the major theories of personality, with particular emphasis upon experimental studies and research procedures in the study of personality. Prerequisite: Psychology 206. 3-0-3.

307. Physiological Psychology. An examination of the biological correlates of behavior with emphasis on the structure and function of the nervous system, bases of perception, arousal, motivation, memory, and learning. Prerequisite: Psychology 206. 3-0-3.

310. Social Psychology. A study of the interactions of persons in American Society including such topics as group dynamics and pressures, crowd behavior, social movements and change, conformity, and leadership. 3-0-3.

374. Psychology of Religion. A study of the principles of psychology as related to religious experience designed to develop insight into each student's own spiritual life. Prerequisite: Psychology 201. 3-0-3.

396. Introduction to Statistics. An introductory approach to descriptive and inferential statistics designed to develop an understanding of basic statistical concepts, statistical significance, statistical inference, and hypothesis testing. 3-0-3.

397. Experimental Psychology. An introductory examination of procedures involved in selecting and stating problems, constructing research designs, collecting and evaluating data, and stating conclusions. Laboratory emphasis will be placed upon problems related to learning and perception. Prerequisite: Psychology 396. 2-2-3.

401. Psychopathology. Survey and analysis of the major mental disorders, interpretation, and theories of therapy, including the relationship of abnormal behavior to social norms. Prerequisite: Psychology 305. 3-0-3.

402. Introduction to Counseling. The study of the basic theories and functions of counseling. Laboratory emphasis will be upon the development of a personal counseling philosophy and its application. Prerequisite: Psychology 401. 3-1-3.

403. Industrial Psychology. The application of psychological principles to the problems of industry and business, selection of personnel, training efficiency, job analysis, performance measurement, and human relations. Prerequisite: 206. 3-0-3.

405. Psychology of the Exceptional Child. A study of children who are markedly superior or inferior to the average child in physical, mental, emotional, or social characteristics. Prerequisite: Psychology 206 or 301. 3-0-3.

441. Psychology of Learning. A study of the major concepts of learning, experimental methods of studying learning phenomena, and learning theory. Prerequisite: Psychology 206. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

444. Psychological Measurement and Appraisal. An introduction to psychological measurement, with emphasis on the measurement of intelligence, achievement, personality, interests, and special aptitudes. Includes survey of measures now available for testing programs in education and industry. Prerequisite: Psychology 206. 3-0-3.

491, 492. 493. Seminar in Psychology. 1-0-1, 2-0-2, 3-0-3.

495, 496. Independent Study. An in-depth research study for Seniors majoring in Psychology working under the guidance of the Psychology Department faculty. 0-Independent Study-3, 0-Independent Study-3.

497, 498. Internship in Psychology. Prerequisite: Senior standing and Departmental approval. 1-5-3, 1-5-3.



DEPARTMENT OF RELIGIOUS STUDIES AND PHILOSOPHY

One of the main purposes of this department is to offer courses which are designed to give students an introduction to the Christian tradition and its background in the ancient world. Many majors in the Department of Religious Studies and Philosophy plan to do further study in seminaries and graduate schools. Some students in the department go into church-related vocations immediately after completing their college work.

The Basic Course Requirements state that all candidates for any degree offered at this college must take a minimum of six hours of Religion. This requirement will be met by taking Religion 101 and 102, which are prerequisites for all other Religion courses.

Degree Requirements

The Bachelor of Arts Degree **With a Major in Biblical Literature and Languages**	*Semester Hours*
BASIC COURSE REQUIREMENTS (Group A.)	52
Greek 101, 102, 201, and 202 are required and will fulfill the Foreign Language requirement.	
MAJOR	30
Three advanced courses on Old Testament studies, three advanced courses in New Testament studies, and either Hebrew 101, 102, 201, and 202 or Greek 301, 302 and Hebrew 101, 102.	
SUPPORTIVE STUDIES	15
Ancient History, Civilization, Religion (other than Biblical studies), Religious Education, and Foreign Languages, as approved by the faculty adviser.	
COMPLEMENTARY ELECTIVES	15
Literature, Psychology, Sociology, Speech, and other courses as approved by the faculty adviser.	
FREE ELECTIVES	16-12
CONVOCATION	0-4
Total	128

The Bachelor of Arts Degree
With a Major in Religion

Semester Hours

(A student may choose to concentrate in certain areas within the Religion major according to academic interests.)

BASIC COURSE REQUIREMENTS (Group A.) 40-52

Psychology 201 and Sociology 201 are required and will satisfy the Social Science requirement. Any foreign language is acceptable, but Greek is highly recommended.

MAJOR 30

Area I. Biblical Studies. Select 6 hours from Religion 203, 211, 302, 306, 307, 312, 314, 316, or 317.

Area II. Christian History and Thought. Select 3 hours from Religion 322, 323, 324, 326, 333, or 337.

Area III. Christianity and the World. Select 3 hours from Religion 241, 243, 246, or 345.

Area IV. Related Disciplines. Select 3 hours from Religious Education 270, 371, 372, 373, or 374.

Area V. Religion Seminar. Select two of the following: Religion 491, 492, 493, 494, Religions Education 375 and 490.

Area VI. Select 9 hours from one or more of Areas I, II, III, and IV or Religion 251, 325, 354, or 495. Six hours of Greek may apply toward the Major after the Basic Course Requirements in Foreign Language are satisfied.

SUPPORTIVE STUDIES 15

Take any two literature courses offered by the Department of English Language and Literature and select 9 hours from the following courses: Business Education 307, Greek 301, 302, Hebrew 101, 102, 201, 202, Greek Civilization 300, Hebrew Civilization 303, Latin Civilization 301, History 310, Philosophy 301, Sociology 203, 320, 356, Speech 102, Religious Education 374, 376, 377, 378, 397, and Music 265. Students preparing for a specialized ministry may make substitutions for the supportive studies listed above, as approved by the faculty adviser.

COMPLEMENTARY ELECTIVES 15

Select 15 hours from one or several of the following areas: English, History, Psychology, Sociology, German, French, Spanish, Latin, Art 301, 302, BA 213, 214, 316, PE 312 and substitutions, as approved by the faculty adviser.

FREE ELECTIVES 28-12

CONVOCATION 0-4

Total 128

The Bachelor of Arts Degree With a Major in Religion With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A.)	40-52
The Social Science requirement must be met by taking Sociology 201 and one course from the following areas: Anthropology, Economics, Geography, and Political Science. Any foreign language is acceptable, but Greek is highly recommended.	
MAJOR	30
Area I. Biblical Studies. Select 6 hours from Religion 203, 211, 302, 306, 307, 312, 314, 316, or 317.	
Area II. Christian History and Thought. Select 3 hours from Religion 322, 323, 324, 326, 333, or 337.	
Area III. Christianity and the World. Select 3 hours from Religion 241, 243, 246, or 345.	
Area IV. Related Disciplines. Select 3 hours from Religious Education 270, 371, 372, 373, 374, or 490.	
Area V. Religion Seminar. Select two of the following: Religion 491, 492, 493, or 494.	
Area VI. Select 9 hours from one or more of Areas I, II, III, and IV or Religion 251, 325, 354, or 495.	
Six hours of Greek may apply toward the Major after the Basic Course Requirements in Foreign Language are satisfied.	
SUPPORTIVE STUDIES	15
Six hours of literature are required (see p. 38). Three of the following must be selected: Business Education 307, Philosophy 301, Sociology 356, Speech 102, History 310, or Hebrew.	
COMPLEMENTARY REQUIREMENTS	26
Education 412, 422, 432, 450, Health 221, Psychology 201, 302, and 303.	
FREE ELECTIVES	17-1
CONVOCATION	0-4
Total	128

Description of Courses

Religion

101. Introduction to the Old Testament. 3-0-3.*

102. Introduction to the New Testament. 3-0-3.

203. Old Testament Prophets. A survey of prophecy in Israel with attention given to the historical settings of the individual prophets and to the relevance of their message. 3-0-3.

211. The Teachings of Jesus. A study of the person, work, and message of Jesus Christ as presented in the Synoptic Gospels. 3-0-3.

241. Basic Christian Ethics. A systematic study of the nature of morality, the principles of Biblical ethics, and specific ethical issues in contemporary society. 3-0-3.

243. Religion and Modern Man. An introductory study of the nature of religion, the relationship between religion and culture, and key philosophical questions inherent in religious thought. 3-0-3.

246. Eastern Religions. An historical study of the religions of the East and Middle East, especially Hinduism, Buddhism, and Islam. 3-0-3.

251. Biblical Backgrounds. A survey of the history and environment of the biblical world presented either as a travel-study course to the Near East or as a regular lecture course on the campus. Lecture-Travel-3 or 3-0-3.

302. Wisdom and Poetic Literature of the Old Testament. A study of Hebrew poetry and selections of wisdom literature with special reference to its significance in the faith of ancient Israel. 3-0-3.

306. Old Testament Thought. The key categories of the Old Testament are discussed. Attention is directed around the historical development of the concepts of God, man, salvation, creation and eschatology. 3-0-3.

307. Studies in the Pentateuch. A critical evaluation of the nature, background, structure, and message of the Pentateuch. 3-0-3.

312. Life and Letters of Paul. A study of Paul's life and thought as presented in his Epistles. 3-0-3.

314. New Testament Thought. A study of certain key concepts of the New Testament which made a definite contribution to the faith of the Early Church. 3-0-3.

316. The Writings of John. A study of the background and interpretation of the Fourth Gospel, the Epistles of John, and the Book of Revelation. 3-0-3.

317. The General Epistles and Hebrews. A study of the background, theology, and exegesis of James, I and II Peter, Jude, and Hebrews. 3-0-3.

318, 319, 320, 321. The Morris Lectures. A series of lectures presented by the Reverend B. E. Morris concerning various aspects of Biblical theology. 1-0-1-, 1-0-1, 1-0-1, 1-0-1.

322. Early and Medieval Christianity. A survey of the history of the Christian Church to 1500 A.D. Prerequisite: History 101. 3-0-3.

323. Modern Christianity. Beginning with the Reformation this course is descriptive of church history to the present. Prerequisite: History 101. 3-0-3.

324. American Christianity. An historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations. 3-0-3.

325. Baptist History and Thought. An historical study of the Baptist Movement since the Seventeenth Century. 3-0-3.

326. Christian Missions. A study of the history of world missions of the Christian movement with emphasis upon its Biblical foundations, its motives and practice, and its outstanding personalities. 3-0-3.

333. Basic Christian Beliefs. An introduction to the history, methods, and principal topics of Christian theology. 3-0-3.

337. Philosophy of Religion. An introduction to the relation of the Christian faith to the questions posed by both science and philosophy. 3-0-3.

345. Black Church History. A survey of the religious and political history of the Black Church, together with a look at the modern Black Church, black religious leaders, and black theology. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

The Bachelor of Arts Degree With a Major in Social Science With Preparation for Secondary (9-12) Teacher Certification

	Semester Hours
BASIC COURSE REQUIREMENTS (Group A.)	40-52
The Social Science requirement must be taken from one of the following areas: Economics, Geography, History, Political Science, Psychology, and Sociology. The Natural Science requirement must be fulfilled by taking Biology 101 and one of the following: Chemistry 101, Geology 101, Physics 103, or Physics 201.	
MAJOR	30
The Social Science major must develop with his adviser a Major designed to meet his particular needs as a prospective teacher. If the student chooses an area of concentration, 21 hours should be taken in that area of concentration. The additional 9 hours must be taken in two or more social studies other than the field of concentration and the social study used in the Basic Course Requirements.	
SUPPORTIVE STUDIES	15
The Supportive Studies consist of Psychology 201 and 302 and 9 hours of additional Social Science approved by the faculty adviser. The additional hours of social studies are designed to supplement the Basic Course Requirements and Major so that the student will have adequate insight into all the areas of social studies.	
COMPLEMENTARY REQUIREMENTS	26
Education 412, 422, 432, 450, Health 221, Psychology 303, and 6 hours of literature (see p. 38).	
FREE ELECTIVES	17-1
CONVOCATION	0-4
Total	128

Description of Courses

Geography

101. Introduction to Physical Geography. The study of climate, vegetation, soil, water resources, mineral resources, and land form from the geographic perspective. 3-0-3.*

102. World Regions. The study of the physical and human geography of the various world regions. 3-0-3.

302. Economic Geography. The study of primary, secondary, and tertiary economic activities in the geographic setting. Location theory will be introduced. 3-0-3.

320. Environment and Man. A study of the two-way relationship between persons and their environment. Topics discussed include wilderness preservation, animal extinction, the population explosion, the development of new energy sources, waste disposal, urban and regional planning, and air, water, thermal, noise, and aesthetic pollution. Field trips and guest lectures. 3-0-3.

401. Political Geography. The geography of boundaries, power structures, core areas, administrative areas, foreign trade, international organizations, and colonialism. Geopolitics will also be introduced. 3-0-3.

History

101. Survey of Modern Western Civilization, 1500-1815. 3-0-3.

102. Survey of Modern Western Civilization since 1815. 3-0-3.

201. Survey of United States History to 1877. 3-0-3.

202. Survey of United States History since 1877. 3-0-3.

310. The Ancient World to the Fall of Rome. 3-0-3.

311. Medieval Europe. 3-0-3.

312. The Renaissance and Reformation. 3-0-3.

315. The United States during the Colonial Period. 3-0-3.

316. Hamilton, Jefferson and Jackson. 3-0-3.

317. The Old South. 3-0-3.

318. Civil War and Reconstruction. 3-0-3.

319. The United States in the Twentieth Century. 3-0-3.

322. Early and Medieval Christianity (See Religion 322). 3-0-3.

323. Modern Christianity. (See Religion 323). 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*

332. Europe since 1914. 3-0-3.

337. History of England before 1689. 3-0-3.

338. History of England since 1689. 3-0-3.

345. North Carolina History. 3-0-3.

352. Survey of Latin American History. 3-0-3.

362. History of the Soviet Union since 1917. 3-0-3.

380. Modern Germany since 1789. 3-0-3.

411. Diplomatic History of the United States. 3-0-3.

412. History of the Middle East since 1500. 3-0-3.

413. History of Africa since 1500. 3-0-3.

495-496. Independent Study. An honors course open to Senior majors in the department. Consent of the Chairman of the Department required. Prerequisite: a "B" average in the Department. 0-Independent Study-3, 0-Independent Study-3.

Political Science

201. Introduction to Political Science. A basic course in Political Science dealing with the fundamentals of persons politically organized. 3-0-3.

202. United States Government. A comprehensive presentation of the principles of American constitutional government, and a behavioral analysis of the institutions and processes of the national and state governments and the Federal system. 3-0-3.

303. American Foreign Policy. A study of the political processes by which contemporary foreign policy is made and executed. 3-0-3.

304. State and Local Government in the United States. A study of the problems of inter-governmental relationships and administrative management in state, county, and municipal governments. 3-0-3.

305. Public Opinion and Political Participation. A study of forces affecting public opinion, its expression in various political activities, and its impact on public policy. 3-0-3.

306. Urban Politics. An examination of the nature and scope of urban problems in the United States with emphasis on the impact of government and politics. 3-0-3.

311. European Government and Politics. A detailed account of the political institutions and processes of France, Germany, the United Kingdom, and the U.S.S.R. 3-0-3.

312. Government and Politics in Developing Nations. A study of the governments, politics, and political problems of emerging nations. 3-0-3.

320. Constitutional Law. A study of principles and leading cases with emphasis on judicial and executive elaboration and the development of civil liberties in the United States. 3-0-3.

321. International Relations and World Politics. An analysis of politics among nations. 3-0-3.

325. Southern Politics. An analysis of the nature and style of Southern politics with emphasis on the development of two-party politics and the rise of black political participation. 3-0-3.

403. The President, Congress, and Public Policy. An analysis of the roles of President and Congress in making national policy. 3-0-3.

497, 498. Internship in Political Science. Three hours credit may apply to the student's Major. Prerequisite: Junior standing and Departmental approval. 0-Practical Experience-3, 0-Practical Experience-3.

Sociology

201. Introduction to Sociology. This is an introduction to the study of sociology, providing essentials for an intelligent understanding of the forces making for group life and for specialized study of sociological problems. 3-0-3.

202. Social Problems. An analysis of some of the major problems of personal and social disorganization in contemporary society with emphasis upon causes, treatment, and prevention. 3-0-3.

203. Marriage and Family. This course provides a study of the practical problems of courtship and marriage, with emphasis on inter-personal relationships between husband and wife and parents and children. 3-0-3.

310. Social Psychology. A study of the interaction between the individual and the group, and the influence of each on the other. 3-0-3.

311. Social Research Methodology. The scientific method applied to social phenomena: formulating and testing hypotheses, techniques for collecting data, measuring social variables, interpreting research findings. The scientific method as applied to social sciences will be explored in the latter part of the course through student participation in the design and analysis of a survey. 3-0-3.

320. Cultural Anthropology. A study of the nature and growth of culture in primitive and contemporary non-industrial societies. 3-0-3.

330. Sociological Theory. A systematic analysis of the trends and developments in sociological theory. Emphasis is placed on the current state of sociological theory and its relationship to empirical research. 3-0-3.

356. Sociology of Religion. Religion analyzed as a social institution, with particular reference to the relationship between religious and non-religious spheres of society, the structure of religious organizations, and the social-psychology of religious behavior. 3-0-3.

396. Introduction to Statistics. (See Psychology 396.) 3-0-3.

400. Race. A study of present day racial and cultural minorities with emphasis on scientific facts about race and on changing attitudes and policies. 3-0-3.

411. Criminology. An analysis of the nature and extent of criminal behavior, factors which seem to be related to such behavior, and changing attitudes toward the criminal and crime control. 3-0-3.

421. American Community. A study of the structure and function of rural and urban communities, their institutions and problems. 3-0-3.

497, 498. Internship in Sociology. Three hours credit may apply to the student's Major. Prerequisite: Senior standing and Departmental approval. 1-5-3, 1-5-3.



ASSOCIATE DEGREE PROGRAM

The Associate in Arts degree is offered in two fields of study, Business and Nursing. One of two specialties may be chosen in Business. These are General Business and Secretarial Science. See the Department of Business Administration for details.

DEPARTMENT OF NURSING

The Department of Nursing functions within the framework and philosophy of Gardner-Webb College. The faculty agrees that the graduate of the program should be a responsible contributing member of the health care system.

The faculty believes that Associate Degree Nursing education is a maturational process involving the students and faculty working together to develop a concept of learning. The student is guided in the understanding and application of scientific principles as related to self and other persons.

The faculty further believes that the acquisition and use of knowledge, primarily an individual responsibility, is influenced by personal differences, motivation, and readiness, and the technical nurse can be prepared as a beginning practitioner in two years in an institution of higher learning.

The faculty believes that nursing is a health service to people based on selected principles of physical, biological, and behavioral sciences having as its objectives promotion and maintenance of an optimum level of wellness of all individuals.

The Associate Degree nurse is a learner-practitioner who functions within the health care system, and continues to acquire and redefine skills as made necessary by social and technological changes.

The nursing program is offered by Gardner-Webb College in cooperation with the Rutherford Hospital of Rutherfordton and Cleveland Memorial Hospital in Shelby, North Carolina. The program enables the student to complete in approximately two years a course of study which leads to the Associate in Arts Degree. Students study and work with clients in hospitals and various other health agencies. Upon completion of the course the nurse is eligible to write the State Board Examination for licensure as a Registered Nurse.

The curriculum of the Associate Degree Nursing Program at Gardner-Webb College is designed to prepare the student:

1. To apply principles of human behavior in establishing and maintaining favorable interpersonal relationships;
2. To understand the role of the Associate Degree Nurse and his/her functions in the ever changing health care system;
3. To identify facts and principles of physical, biological, and behavioral sciences which form a basis in nursing;
4. To demonstrate skill in gathering data, assessing needs, planning, intervening, and evaluating nursing care of clients with common, recurring health problems and to promote and maintain a high level of wellness for individuals;
5. To be cognizant of present, emergent, and changing concepts of legal, moral, and social responsibilities as a nurse/as a person.

Accreditation of the Nursing Program

The program is accredited by the North Carolina Board of Nursing and by the National League for Nursing.

Degree Requirements

The Associate in Arts Degree,
Leading to Licensure
(68 semester hours required)

The number of semester hours required per semester will be dependent upon completion of required summer school study. Six semester hours of work selected from the curriculum below and approved by the Department Chairman must be completed in SUMMER SCHOOL prior to the sophomore year.

First Year	*Semester Hours*
Biology 203**, 204**	6
Biology 206**	4
English 101	3
Nursing 101, 102	14
Physical Education	1
Psychology 201**, 206**	6
	28-34

Second Year	*Semester Hours*
Religion 101, 102	6
English 102	3
Nursing 201, 202, 290	21
Sociology 201	3
Physical Education	1
	28-34

Note: A laboratory course in Chemistry at the high school level is required. Selected concepts of organic and biochemistry are covered in Biology courses.
***Pre- or co-requisite to Nursing 101 and 102; pre-requisite to Nursing 201-202.*

Description of Courses

101. Fundamentals of Nursing. A study of basic needs of individuals in health and illness. Concepts and principles of nursing are introduced with emphasis on the role and functions of the Associate Degree Nurse. Maslow's Theory of the Hierarchy of Needs is presented as a framework for providing continuity and integration of content throughout the nursing curriculum. 5-4-6.*

102. Nursing Intervention I. A study of health care during selected stressful situations with emphasis on the ill child, the person having surgery, and selected health problems relating to altered cellular metabolism and altered regulatory function. Concepts of prevention, therapy, and rehabilitation serve to guide the student's course of study. Prerequisite: Nursing 101. 5-9-8.

201. Nursing Intervention II. A study of health care during the maternity cycle and stressful situations focusing on selected problems of mobility and oxygenation. Concepts of the family approach with emphasis on prevention, therapy, and rehabilitation serve to guide the student's course of study. Prerequisite: Nursing 101-102. 5-12-9.

202. Nursing Intervention III. A study of selected major health problems affecting the family unit with emphasis on altered patterns of behavior and complications of pregnancy and congenital disorders in children. The final unit in Comprehensive Nursing serves to facilitate the integration of concepts gained in the nursing curriculum. Prerequisite: Nursing 101, 102, 201. 5-12-9.

290. Nursing Seminar. A study of major influences in the development of the nursing profession: selected events, organizations, functions, legal aspects, opportunities and responsibilities with emphasis on the role of the Associate Degree Nurse. Prerequisite: Nursing 101, 102, 201. 3-0-3.

**The first digit indicates the number of required classroom hours per week. The second digit denotes the number of required laboratory hours per week. The third digit signifies the number of semester hours of credit each course carries per semester.*



REGISTRY

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B. Franklin Skinner
Charlotte, N.C.
Hobart C. Smith
Charlotte, N.C.
Fred D. West
Gastonia, N.C.

Special Music Faculty

ELIZABETH BENNETT (1976), M.C.M., Adjunct Instructor, Piano, Organ
B.C.M., Furman University; M.C.M., Southern Baptist Theological Seminary.
JAMES B. BLANTON (1977), M.M., Adjunct Instructor, Voice
B.M.E., Mars Hill College; M.M., Converse College.
NAN FRANCIS GREGG (1975), B.M., Adjunct Instructor, Voice
B.M., Westminster Choir College; M.A. Equivalent, Long Island University, Hofstra University.
SANDRA W. JARRELL (1970), M.C.M., Adjunct Instructor, Organ
B.M., University of North Carolina – Greensboro; M.C.M., Southern Baptist Theological Seminary.
ELIZABETH MINUS (1973), M.A., Adjunct Instructor, Voice
B.A., Columbia College; M.A., University of North Carolina – Chapel Hill.
KATHRYN MUSSELWHITE (1973), M.A., Adjunct Instructor, Piano
B.M., Flora MacDonald College; M.A., Appalachian State University.
MARY S. OATES (1975), M.A.T., Adjunct Instructor, Strings, Piano
B.A., B.M., University of North Carolina – Chapel Hill; M.A.T., Converse College.
RUSSELL SCRUGGS (1977), B.S., Adjunct Instructor, Guitar
B.S., North Carolina State University.



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Office of Admissions

Richard H. Holbrook, A.A. (Gardner-Webb), B.S. (Mars Hill), M.Ed. (Boston University), *Director of Admissions*
Randall L. Alexander, B.S. (Gardner-Webb), *Admissions Counselor*
Pam Foxx, B.A. (Limestone), *Admissions Counselor*
Roger V. King, B.S. (Gardner-Webb), *Admissions Counselor*
Freddie R. Sisk, *Secretary*
Mary Ann Moffitt, *Secretarial Assistant*

Library

George E. Craddock, Jr., Ph.D., *Library Director*
Harold Charles Dyer, Jr., M.S.L.S., *Audio-Visual and Reference Librarian*
Frances Lynn Pendley, M.L.S., *Catalog Librarian*
Joy Y. Sandifer, M.L.S., *Reference Librarian*
LaLene H. Washburn, *Library Assistant, Periodicals*
Celeste Bryant, *Secretarial Assistant*
Grace C. Harmon, *Secretarial Assistant*
Carolyn B. Hunt, *Secretarial Assistant*
Mary B. Jones, *Secretarial Assistant*
Vicki S. Walker, *Secretarial Assistant*

Program for the Deaf

Jerry F. Potter, Director, Department of Deaf Ministries, Baptist State Convention of North Carolina, *Coordinator, Program for the Deaf*

Office of the Treasurer and Business Manager

Barry D. Hartis, CPA, B.S. (University of North Carolina — Charlotte), *Treasurer and Business Manager*
L. Martin Banner, B.S. (Appalachian State University), Additional Study (Western Carolina University), *Assistant Business Manager*
Novella M. Blanton, *Assistant Business Manager – Accounting*
Bill Anthony, *Accounts Payable Clerk*
Joann W. Lutz, *Secretary in the Business Office*
Shirley B. Pyron, *Secretary in the Business Office*
Paulette Dill, A.A., *Corresponding Secretary*
Shirley H. Washburn, *Switchboard Operator*

Bookstore

Catherine B. Jolley, *Manager*
Carolyn W. Hamrick, *Bookstore Clerk*

Physical Plant Operations

H. Gene Borders, *Superintendent of Buildings and Grounds*
Willie Hall, *Director of Support Services*
Julius Hoyle, *Director of Physical Plant*
Clifford Ledford, *Assistant in Physical Plant Operations*
Blaine Bartee, *Assistant in Physical Plant Operations*
Gordon Washburn, *Director of Security and Traffic*
Paul M. Magill, *Security Officer*
Judy S. Evans, *Secretary*

Office of the Director of Development

Paul E. Holcomb, B.S. (Indiana University), J.D. (University of Kentucky College of Law), *Director of Development*
Janelle H. Hicks, *Office Manager*

Office of Alumni Activities

Jerry E. McGee, B.S. (East Carolina University), M.A. (Appalachian State University), Additional Study (Appalachian State and Nova University), *Director of Alumni Activities*
Kay L. Dobbins, *Secretary*

Office of Information Services

Office of Sports Information

Larry Joe Thomas, B.A. (Gardner-Webb), *Sports Information Director; Executive Director, Bulldog Club*

Radio Station

M. Allen Setzer, M.A.T., *Manager, Radio Station WGWG*

Office of the Director of Student Services

Melvin R. Lutz, Jr., A.A. (Gardner-Webb), B.A. (Mars Hill), M.A. (Florida State University), Additional Study (Florida State University), *Director of Student Services*
Vickie S. Webb, *Secretary*
Ruth C. Kiser, A.A. (Wingate), B.S. (Carson-Newman), M.R.E. (New Orleans Baptist Theological Seminary), M.A. (Appalachian State University), *Director of Women's Services*
Marie B. Martin, B.S. (Gardner-Webb), *Director of Financial Aid and Placement*
Margaret H. King, B.S.M. (Southern Baptist Theological Seminary), *Secretary*
Arthur Raymond Pople, III, B.A. (Mississippi College), M.R.E. (Southwestern Baptist Theological Seminary), Ed.D. Candidate, Southwestern Baptist Theological Seminary, *Director of Counseling and Student Activities*
Anita J. Barrett, *Secretary*

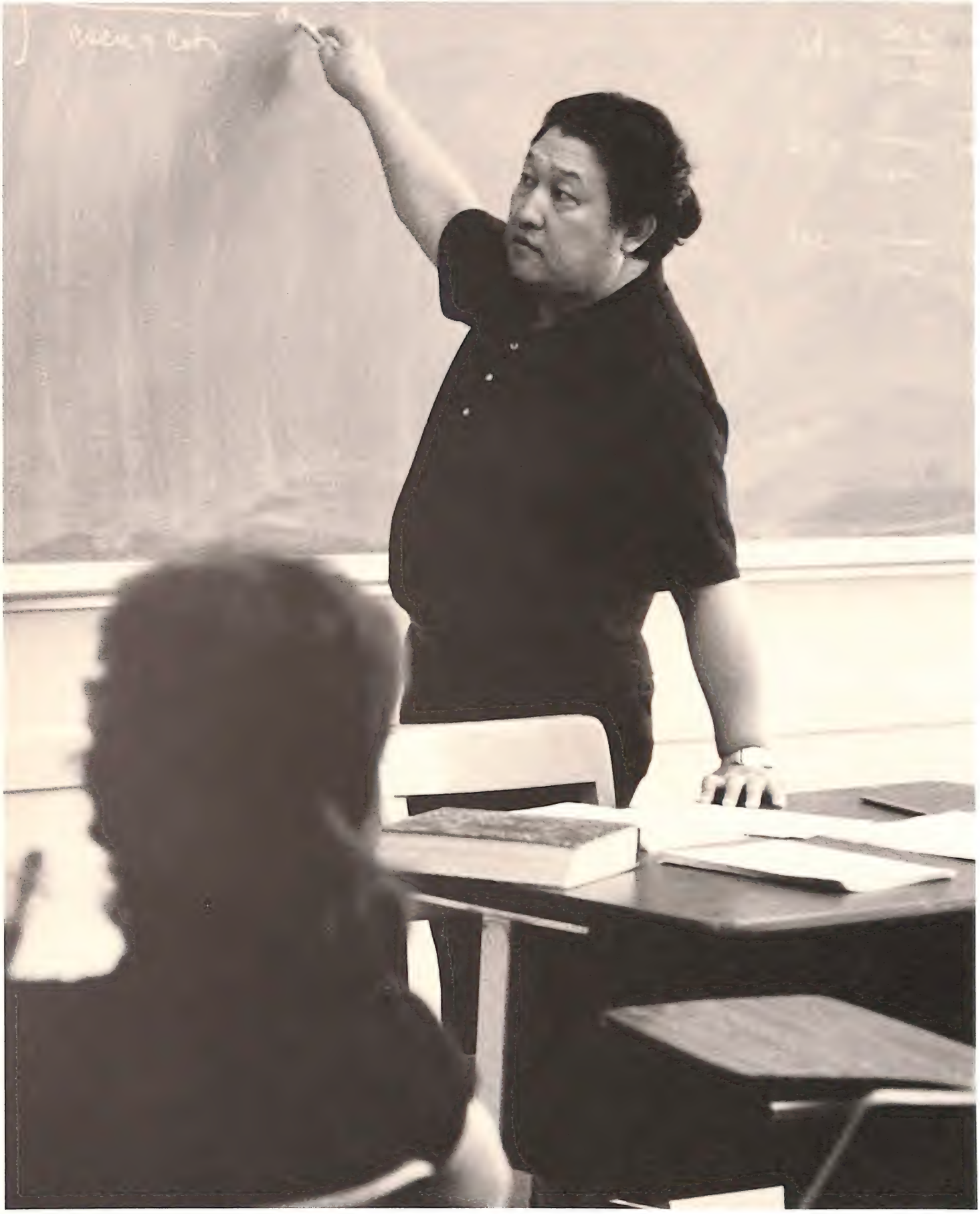
Dormitories

Illa M. Cole, *Residence Director, Stroup*
Elizabeth M. Felsberg, *Residence Director, Decker*
Jewel C. Goodwin, *Residence Director, Nanney*
Isabel B. Harkins, *Residence Director, H.A.P.Y.*
Kathy Phillips, *Residence Director, Campus House*

Office of the Athletic Director

Edwin C. Holbrook, A.B. (Lenoir-Rhyne), M.A. (Appalachian State University), *Athletic Director, Head Basketball Coach*
Ron D. Hooper, B.S. (University of North Carolina — Chapel Hill), M.A. (Appalachian State University, *Associate Athletic Director*
L. Oval Jaynes, B.S. (Appalachian State University), M.A. (University of North Carolina — Chapel Hill), *Head Football Coach*
Michael T. O'Brien, B.S., M.S. (Tennessee Technological University), *Assistant Football Coach, Head Track Coach*
J. Kenneth Sanford, M.A., *Assistant Football Coach*

Richard Thomann, B.B.A. (Notre Dame), Additional Study, University of North Florida, *Assistant Football Coach*
Jerry Z. Bryson, M.A., *Head Baseball Coach*
Garland H. Allen, Ph.D., *Golf Coach*
James K. Taylor, M.A., *Tennis Coach*
Phyllis Littlefield, B.S. (Gardner-Webb), *Women's Basketball Coach*
Nellie J. Hawkins, *Secretary, Athletic Department, Bulldog Club*



ROSTER OF GRADUATES

August 14, 1976

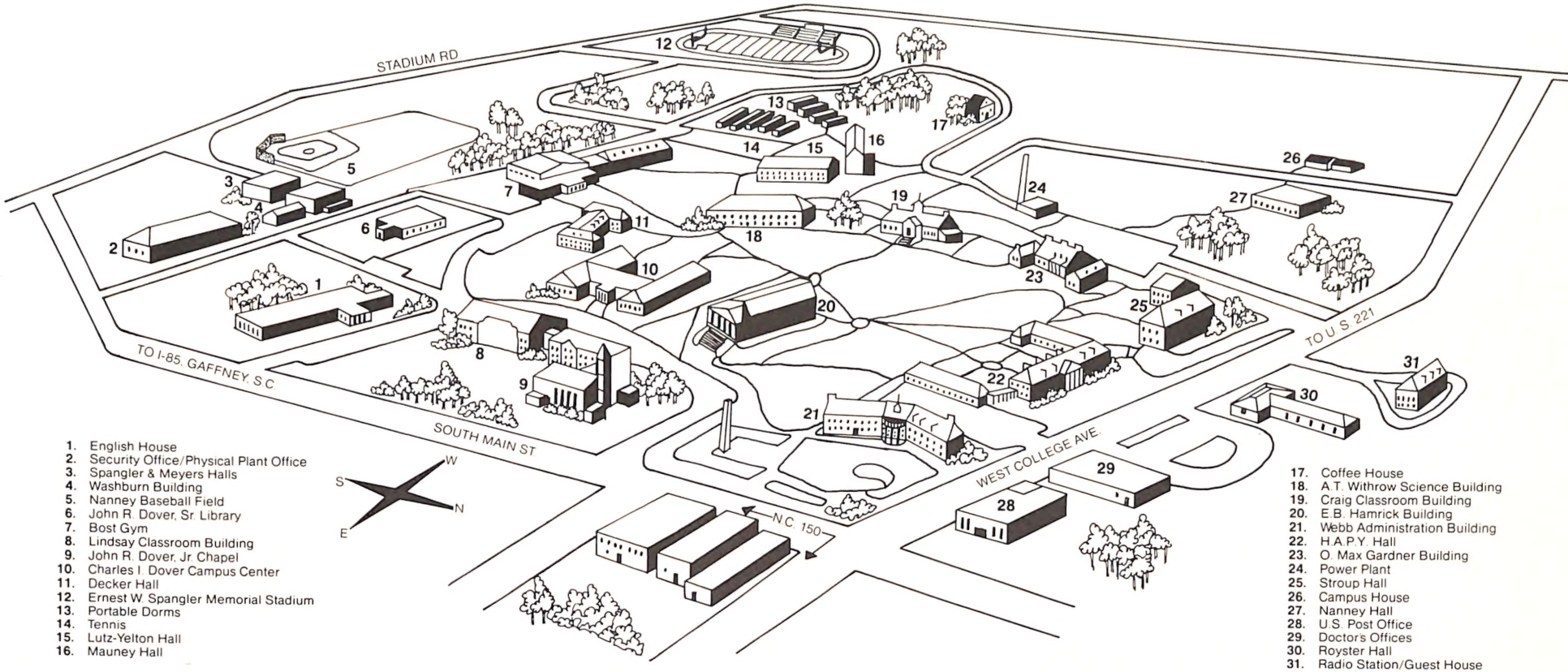
Bachelor of Science Degree

Mary Ann Binns, Business Administration ..... Devonshire, Bermuda
Benny Steve Bridges, Biology ..... Shelby, N.C.
Michael Kirby Bridges, Business Administration ..... Boiling Springs, N.C.
Halbert Butner Brimberry, Jr., Business Administration ..... Albany, Ga.
Thomas Dixon Carroll, Business Administration ..... Shelby, N.C.
Stephen Alex Crompton, Business Administration ..... Charlotte, N.C.
**Richard Michael Flanders, Psychology ..... Matthews, N.C.
***Janice Phillips Freeman, Health Ed. & Phys, Ed. ..... Boiling Springs, N.C.
Michael Lee Gallman, Business Administration ..... Gaffney, S.C.
Woodrow Glenn, Business Administration ..... Shelby, N.C.
Robert Tillman Gregory, Business Administration ..... Shelby, N.C.
Wilson Frank Helton, Jr., Business Administration ..... Boiling Springs, N.C.
Wayne Barry Henderson, Health Ed. & Phys. Ed. ..... Chamblee, Ga.
Patricia Bradley Hewitt, Elementary Education ..... Ellenboro, N.C.
Patricia Elizabeth Mickel, Data Processing ..... Kernersville, N.C.
William Jeffrey Peppers, Health Ed. & Phys, Ed. ..... Norris, S.C.
Stephen Ray Prevatte, Health Ed. & Phys. Ed. ..... Gaffney, S.C.
Wayne Robert Richardson, Data Processing ..... Walnut Cove, N.C.
*Carol Anne Rivers, Intermediate Education ..... Union, S.C.
Ernest Steve Smith, Business Administration ..... Mooresboro, N.C.
Kevin Gralyn Smith, Business Administration ..... Hickory, N.C.
Thomas Franklin Smith, Health Ed. & Phys. Ed. ..... Glade Valley, N.C.
Richard Steven Spencer, Business Administration ..... Clyde, N.C.
Thomas Michael Stroud, Psychology ..... Greer, S.C.
**Moses Aladi Taji Tazem, Business Administration ..... Victoria Cameroun, West Africa
Marcus David Trivette, Health Ed. & Phys. Ed. ..... Newton, N.C.
Constance Crump Williamson, Early Childhood Education ..... Lincolnton, N.C.
Richard Elmore Wofford, Health Ed. & Phys. Ed. ..... Gastonia, N.C.

Bachelor of Arts Degree

Erin Russell Anderson, English ..... Greenville, S.C.
Joseph Richard Brooks, Religion ..... Gaffney, S.C.
Chester Jerome Cash, Religion ..... Kings Mountain, N.C.
Ruel Hall Chapman, II, Religious Education ..... Charlotte, N.C.
Carmen Lynn Christopher, Music ..... Shelby, N.C.
Henry Long Harrison, English ..... Greenville, S.C.
Charles Thomas Hutchens, English ..... Shelby, N.C.
Ralph Edward Jett, Religion ..... Clifton, S.C.
Arnold Gregory Lietzsey, Social Studies ..... Whitmire, S.C.
Doris Rae Livengood, Spanish ..... Terrell, N.C.
Diane Putnam Padgett, Social Science ..... Boiling Springs, N.C.
Perrin Eugene Parker, Religious Education ..... Blacksburg, S.C.
**Shirley Jean Pridmore, Religious Education ..... Gaffney, S.C.
Cathy Joanne Robinson, Social Science ..... Shelby, N.C.
James Earl Rowland, Religion ..... Easley, S.C.
Martha Ryan Shelton, Church Music ..... Lincolnton, N.C.
Bud Rawley Thomas, III, Religion ..... Richmond, Va.
Thomas Lee Watson, Religion ..... Gaffney, S.C.
*Andra Mary Wood, Spanish ..... Gaffney, S.C.

**Cum Laude*
***Magna Cum Laude*
****Summa Cum Laude*



1. English House
2. Security Office/Physical Plant Office
3. Spangler & Meyers Halls
4. Washburn Building
5. Nanney Baseball Field
6. John R. Dover, Sr. Library
7. Bost Gym
8. Lindsay Classroom Building
9. John R. Dover, Jr. Chapel
10. Charles I. Dover Campus Center
11. Decker Hall
12. Ernest W. Spangler Memorial Stadium
13. Portable Dorms
14. Tennis
15. Lutz-Yelton Hall
16. Mauney Hall
17. Coffee House
18. A.T. Withrow Science Building
19. Craig Classroom Building
20. E.B. Hamrick Building
21. Webb Administration Building
22. H.A.P.Y. Hall
23. O. Max Gardner Building
24. Power Plant
25. Stroup Hall
26. Campus House
27. Nanney Hall
28. U.S. Post Office
29. Doctor's Offices
30. Royster Hall
31. Radio Station/Guest House

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